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ABSTRACT

Many educators across the country have expressed interest in visiting a school district where there is an effective and comprehensive guidance program in place. One such program is presented here. The program is detailed in four sections, each with a chapter devoted to the district level, the elementary school level, the middle school level, and the high school level. In the systematic approach to the comprehensive guidance program, the school district provides the context within which the schools operate. The district expresses commitment and provides leadership to the program. But the program functions at the three educational levels and while all schools follow the same counseling program framework, each is different due to student ages, curriculum, and other factors. The elementary school component is the foundation of the structure. The chapter describing this program explains how to begin, the guidance curriculum, individual planning, and other factors. In the middle school program the emphasis is on bridging the elementary and high schools, whereas in the high school, the goal is to help students leave school having developed the responsibility of continuing their own personal, social, emotional, educational, and career development. Program evaluation is highly important and a full chapter is devoted to issues surrounding guidance program evaluation. (RJM)

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A VISIT TO A COMPREHENSIVE GUIDANCE PROGRAM THAT WORKS

Northside Independent School District
San Antonio, Texas

Mary Bailey, Head Counselor
Jack C. Jordan Middle School

Patricia Henderson, Director of Guidance
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Lou Williams, Head Counselor
Tom C. Clark High School

WITH SPECIAL CONTRIBUTIONS BY NORMAN C. GYSBERS
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NORTHSIDE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

BY:

MARY BAILEY, HEAD COUNSELOR
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PREFACE

This publication is one of many developed by ERIC/CASS which provides an inside look at a functioning guidance program. Rather than dwell on theory, it offers a detailed description of how a compelling concept, e.g., a comprehensive school guidance program, plays out when it is implemented in an actual operating school setting. As such, it offers information about "what works" and "what doesn't work" that is rarely offered in book form. Like others of its type, we expect that this volume will fill a void of publications that address the issues and concerns of administrators and practitioners on whose shoulders fall the responsibility of making a program work.

One of the earliest user and field oriented ERIC/CASS publications was *Comprehensive Guidance Programs That Work* (Gysbers, 1990) which provided an overview of comprehensive programs in a number of settings. This publication takes the concept of doers doing the writing a step further by having four people who play key roles in the operation of the program describe that which they know best about the program.

The result, I believe, is a publication which is filled with the insights and know-how that are so important to someone desirous of implementing an effective program. Also notable are the number of forms which can be adopted and adapted to fit in another program setting thus saving countless hours of development time.

The authors in my judgment are to be commended for the succinct, but information full account they have provided. This book is of high utility for both user and educator and likely to lead to improved guidance programs wherever it is used.

Garry R. Walz
Director
ERIC/CASS

FOREWORD

Norman Gysbers

Many school counselors, administrators, and school board members across the country have expressed interest in visiting a school district where there is a comprehensive guidance program in place that works. This book was designed with that interest in mind. It was designed to present the guidance program at Northside Independent School District, San Antonio, Texas, through the words of the Director of Guidance and the school counselors of the District, the people who are actually implementing the program. Before your visit begins however, it is important to place the comprehensive program at Northside into historical perspective. It is important to briefly describe how guidance in the schools of the United States evolved and became institutionalized over the past 90 years.

Guidance in the schools of the United States emerged in the early 1900s as "but one manifestation of the broader movement of progressive reform which occured in this country in the late nineteenth and early twentieth centuries" (Stephens, 1970, p.5). During these early years teachers were assigned guidance duties. In some cases they were given released time to carry out these duties; in other cases they were simply assigned duties in addition to their duties as teachers. As an example, listed below are fifteen duties assigned to teachers who were designated vocational counselors in 1915 in Boston (Ginn, 1924, p. 3).

1. To be the representative of the Department of Vocational Guidance in the district.
2. To attend all meetings of counselors called by the Director of Vocational Guidance.
3. To be responsible for all material sent out to the school by the Vocational Guidance Department.
4. To gather and keep on file occupational information.
5. To arrange with the local branch libraries about shelves of books bearing upon educational and vocational guidance.
6. To arrange for some lessons in occupations in connection with classes in Oral English and Vocational Civics, or wherever principal and counselor deem it wise.
7. To recommend that teachers show the relationship of their work to occupational problems.
8. To interview pupils in grades six and above who are failing, attempt to find the reason, and suggest remedy.
9. To make use of the cumulative record card when advising children.
10. To consult records of intelligence tests when advising children.
11. To make a careful study with grades seven and eight of the bulletin *A Guide to the Choice of a Secondary School.*
12. To urge children to remain in school.
13. To recommend conferences with parents of children who are failing or leaving school.

14. To interview and check cards of all children leaving school, making clear to them the requirements for obtaining working certificates.

15. To be responsible for the filing of Blank 249, and communicate with recommendations to the Department of Vocational Guidance when children are in need of employment.

Organizationally, guidance was being institutionalized as a position: A position with a list of duties. Even in these early years, this way of organizing guidance was of concern. Myers (1923) expressed concern very clearly as follows:

> Another tendency dangerous to the cause of vocational guidance is the tendency to load the vocational counselor with so many duties foreign to the office that little real counseling can be done. The principal, and often the counselor himself, has a very indefinite idea of the proper duties of this new officer. The counselors' time is more free from definite assignments with groups or classes of pupils than is that of the ordinary teacher. If well chosen he has administrative ability. It is perfectly natural, therefore, for the principal to assign one administrative duty after another to the counselor until he becomes practically assistant principal, with little time for the real work of a counselor. (p. 141)

From those early years until the late 1950s, guidance in the schools continued to evolve, influenced by various professional and societal movements, many people, federal and state legislation, and substantial advances in theory, practice, and resources. Then, in the 1960s, spurred on by the passage of the National Defense Education Act of 1958 (PL 85 864), guidance and counseling became firmly institutionalized in the schools through the position of school counselor. In the 1960s, it became common to group the position of school counselor (by now more likely to be a full-time person) into an organizational structure called pupil personnel services. Eckerson and Smith (1966) stated that guidance, social work, attendance, psychological, psychiatric, speech and hearing, nursing, and medical services were all needed in the scope of pupil personnel services. Guidance services, the work of the school counselor, consisted of individual counseling, small group counseling and group procedures, consultation with parents and teachers along with the supplementary services of appraisal, placement, and evaluation.

The placement of school counselors in the organizational framework of pupil personnel services emphasized the position of school counselors and the specific services provided by them. In practice this placement often resulted in school counselors performing ancillary, administrative, support roles. It also tended to separate them from being directly and substantially involved in the major mission of the school: student development.

In the absence of a formal, district-wide structured program of guidance, school counselors responded as best they could to the personal, social, educational, and career needs of students. Without the structure of a formal program, without a common organizational language to describe, organize, and connect their work from Kindergarten through to Grade 12, school counselors were available to perform the many necessary school management tasks required in a school at the expense of responding fully to student development issues and concerns. As a result many school counselors continued to end up with long

lists of tasks to do. School counselors were considered office people, not program people. Consider this definition of school counselors as an illustration of this condition:

> The guidance counselor: Disciplinarian of the wayward. Commander of a way station for the troubled. Consultant to the college-bound. Keeper of the class schedule. Harried, isolated, understaffed, overwhelmed with paper work. (Mendel & Lincoln, 1991, p.9)

Beginning in the late 1960s, the call came to reformulate guidance from what had become an ancillary, crisis-orientated service mixing school management tasks with student development tasks, to a comprehensive development program focusing 100% of the time of school counselors on student development issues and concerns. The call came to reformulate guidance as an equal partner with other educational programs in the schools. The call came from a renewed interest in vocational-career guidance and its theoretical base career development, concern about the efficacy of the prevailing approach to guidance in the schools, concern about accountability and evaluation, and a renewed interest in developmental guidance.

The work of implementing comprehensive guidance programs in the schools began in earnest in the early 1970s. Dramatic progress was made in the 1980s as more and more states and local school districts began to implement the program concept. As the 1990s continue to unfold, the program concept is becoming the major way of organizing and managing guidance in the schools. The position orientation of the past is slowly but surely being transformed and incorporated into the comprehensive program concept.

Given this dramatic shift for guidance in the schools it is important to have a vision of the nature and the structure of a comprehensive guidance program. What does a comprehensive program look like? How is a comprehensive program installed at the local level? This book, *A Visit to a Comprehensive Guidance Program That Works,* responds directly to these questions. It provides details about the organization and management of comprehensive guidance programs as well as very practical ideas to use when you return home to your school district. Have a great visit!

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INTRODUCTION

Northside Independent School District has had a long-term commitment to school guidance and counseling. In the early 1970s they were one of the first Texas school districts to hire elementary school counselors. In 1982, the District embarked on a process to restructure the guidance program. The Assistant Superintendent for Instruction, on behalf of the Superintendent and Board of School Trustees, set as the priority for the newly hired Director of Guidance the "fixing" of the program. The district had several concerns: lack of consistency of programs in District schools; and, lack of clarity of priorities for the program and the use of the counselors' time and talents. District officials perceived the need for a systematic approach to the restructuring process and the program itself.

With the publication of the first edition of *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1988), which includes a full description of the comprehensive guidance program model conceptualized by Gysbers and Moore (1981) and the program improvement process as it occurred in Northside, administrators and counselors from schools and school districts in the United States and other countries have visited the District to get ideas. Further interest was stimulated by publication of *Comprehensive Guidance Programs That Work* (Gysbers 1990) which provided an examination of a variety of comprehensive programs in different settings and how they functioned. These visitors are interested in what the program is like once it is implemented and what changes have been made. Depending on the length of their stay, visitors typically spend several hours at one elementary school, one middle school, *and* one high school building. The visitors leave with a detailed vision of how the program operates and with a plethora of ideas to adapt to the program "back home." Because such trips are expensive, this monograph provides the reader with a similar, but more affordable glimpse into the program.

The comprehensive guidance program works in all 57 of the District's schools. The schools differ widely in their sizes and demographics. The smallest elementary school building serves approximately 275 students; the largest, 1200. The smallest middle school serves 800 students; the largest, 1600. The magnet high schools serve 800 students; the largest comprehensive high school, 3200. The elementary schools provide for students in Pre-Kindergarten through 5th grade; the middle schools, for those in grades 6-8; the high schools, grades 9-12. The District's neighborhoods range from those comprised of substandard housing for multiple families, living below the poverty level in an urban setting to those of high-cost housing for single families, living above the middle class income standards in suburban settings.

The school district itself is of moderate wealth. Being located in the growth area of San Antonio—the country's ninth largest city, Northside is one of the fastest growing districts in Texas. Much of the new wealth is absorbed by the cost of the facilities required to house new students. The average per pupil expenditure for 1995-96 is approximately $4000.

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Chapter 1

THE DISTRICT LEVEL: SETTING THE CONTEXT FOR SCHOOL-BASED IMPLEMENTATION

Patricia Henderson

In the systematic approach to the comprehensive guidance program, the school district provides the context within which the schools operate. In order to fully support school-based program implementation, the district expresses commitment and provides leadership to the program, identifies the basic structure of the program, establishes accountability systems which guide school-site program design and evaluation, and provides resources which facilitate program implementation. This section describes the context for the school-based programs described in the subsequent sections of this monograph. Successful implementation is enhanced by the synergy created through the top-down and bottom-up processes. (Fullan, M.,1993, p. B-18).

Commitment

Fifteen years ago the District made a commitment to study and then restructure the guidance program to best serve the needs of students. Commitment to change occurs when three conditions exist: 1) there is dissatisfaction with the present status; 2) there is a vision of what the situation should/could look like; and, 3) the people who have to change themselves believe that the benefits of changing outweigh the cost. In the late 1970s and early 1980s, the Northside administrative leadership was dissatisfied with the counseling services as they were then organized (--or not organized, as was truly the case.) They believed that counselors had valuable skills which could be better applied to benefit the District's students. They were concerned that the services a student received were dependent on the building they attended and the counselor to whom they were assigned. The District administration wanted counselors to be serving more students more consistently.

Several members of the District administrative team searched for a new program model that would address their concerns and would provide them with a vision of what the "right" program would look like. They learned of the comprehensive guidance program model. The vision of a planned and systematically designed and implemented program, serving all students, provided the direction they sought.

The benefits to students and to the counselors themselves were seen to outweigh the costs of changing. Students would learn skills and develop competence in important life skills (e.g., decision making, problem solving, etc.) They would also be guided to set goals and make plans on a personalized basis. Some would benefit from meaningful special attention from counselors, such as provided by individual and/or small group counseling, some would have their unique educational needs specified, and others would be referred to special programs. Within the program design, the assistance provided to parents and teachers could be clarified. As expressed by the counseling staff leadership, the benefits to counselors were that they would be allowed to carry out the job they envisioned as appropriate for school counselors and for which they were trained.

The decision was made to conduct a study to assess what was currently happening in the program, to design specifically the desired program, and to follow through as needed to achieve implementation of this desired program. A guidance administrator was hired and charged to carry

out the program development process.

Leadership

From the outset, the District committed to providing the leadership necessary to ensure thatevery student benefits from a consistently designed and delivered program. The program design was *not* arbitrarily determined and imposed on the counselors or on the individual schools by the district guidance administrator or school board. While the "Guidance Steering Committee" included district-level administrators and program managers, school-based administrators and counselors comprised the majority of the design team. In anticipation of the changes that the revised program would bring, the design team members became the educators of their colleagues regarding the design, but the district administration had the responsibility of leading the change efforts across the district.

Once implementation of the restructured program is underway, the district administration, including the guidance administrator, maintains the leadership responsibility for ensuring appropriate implementation of the program. The guidance administrator provides needed leadership to ensure that counselors competently fulfilled their appropriate roles, and also guides to the site-based administrators to ensure their understanding of the comprehensive guidance program, the Northside design, and the appropriate role of the Northside School counselor. The senior administrative staff and the school board continue their leadership roles by supporting the design decisions when the decisions are ignored or challenged, and by providing, new resources to further enhance the program.

Basic Structure

The designing process was thoroughly conducted to ensure that the newly restructured program would *best* serve the students. The District, through the efforts of the guidance department and the steering committee, spent several years adapting the comprehensive guidance program model to target the high priority needs of the students. As mentioned previously, that model and process are thoroughly described in *Developing and Managing Your School GuidancePrograms* (Gysbers & Henderson, 1994). The District restudied and completed the second revision of the program in 1995. The fundamental decisions regarding that design are published in the *Northside Comprehensive Guidance Program Framework* (Northside, 1995). The District provides the framework for the program; each school tailors that framework to meet the needs of its students and to address its goals. The design decisions are summarized below, as they support the implementation of the school programs described in the subsequent chapters of this monograph.

Structural Components

The *rationale* which supports the Northside Comprehensive Guidance Program includes recognition that there are essential skills which students need to learn that cut across all disciplines; that some students come to school from situations which will prepare them to learn; and that some come bringing issues which, if not attended to, impede their learning. It is also apparent that the public expects schools to address some of the more destructive issues at work in society. The rationale also includes recognition that a guidance program can positively influence students, and that professional school counselors bring a diverse and unique set of skills to the school system which, when appropriately used, contribute to the healthy growth and development of the students.

The *assumptions* which undergird the program state that counselors fulfill six roles professionally (i.e., guidance, counseling, consultation, coordination, assessment, and program

management;) that counselors adhere to the ethical standards of the profession; that counselors provide a developmentally-based, well-balanced program, involving other staff members in its implementation; and that counselors collaborate as teammates in the school community and with colleagues in the mental health community. It is assumed that the guidance program requires 100% of the counselors' time; and that counselors spend 100% of their time doing professionallyappropriate activities. It is important that all students have equal access to the guidance program and counseling services, regardless of the issues they present.

The *definition* of the program is that counselors, as assisted by other staff members, provide developmental guidance and high priority preventive and remedial interventions to assist all students' development and application of needed competencies. Needed competencies fall within seven basic content areas (i.e., self esteem; motivation to achieve; decision-making, problem-solving and goal-setting; communication skills; interpersonal effectiveness; cross-cultural effectiveness; and responsible behavior.) In order to most effectively help students, counselors and the guidance program involve teachers and parents in partnerships for enhancing students' development. The program activities are organized into four delivery system components: guidance curriculum, individual planning system, responsive services, and system support.

Delivery System Components

The *guidance curriculum* component includes activities designed to teach students needed content. It is comprised of lessons and units, sequenced according to the developmental stages of the students. The content is structured by a scope and sequence developed for Kindergarten through 12th grades.

The activities of the *individual planning system* are designed to assist students set goals, make and monitor progress towards those goals, and evaluate their accomplishments. The system includes individual and group guidance, interpretation of personal assessment data, and access to educational and career information. In the not too distant future, it will include a fully implemented students' advisory system, assisting students in grades K-12 and staffed by all-professional educators.

While the activities of the previous two components provide developmental guidance, the*responsive services* component includes activities provided for students whose situations, issues, or problems are interfering with their learning. The services include individual and small group counseling, case consultations with teachers, parent education and consultation, coordination of resources, assessment and referral for students needing specialized help, and crisis counseling.

In the activities of the previous three components, students are the primary service recipients. In the activities of the *system support* component, students benefit indirectly. Key to the comprehensive guidance program is accounting for counselors' time; thus, this component includes more systemically focused activities. Activities fall into two subsets: support to other programs and management of the guidance program. Support to other programs includes activities which draw on the professional competence of the counselors and which help the students through areas (e.g., school-wide test results interpretation, inservice training for effective behavior management, public relations, coordination of school-wide career development activities.) Management of the guidance program includes the activities associated with planning and evaluating the program, as well as overseeing the enhancement of the counselors' competence and professionalism.

Program Design

Describing what appropriately constitutes the program provides the vehicle for program organization, and it is the priorities established for the program that guide implementation. In the *Framework,* the District presents the global program priorities. Each school community identifies the priority needs of their students and designs their school program within the District design.

While the District endorses the developmental basis of the guidance program, the responsive services component is the *counselors' highest priority* at all three school levels. The guidance curriculum at the elementary school level and the individual planning system at the high school level hold the second priorities. The design for the middle school program calls for an equal balance among those two direct service components. System Support is the fourth priority for all counselors' student contact time.

Accountability

The District has also accepted responsibility for providing ongoing guidance to the schools as they conduct their programs each year. To better ensure appropriate program implementation, i.e., appropriate application of the program's resources, systems are provided which further guide school site program planning and evaluation. Briefly described below are the processes used in Northside to plan/evaluate each school's guidance program within the District guidelines. Planning and evaluation are conducted system-wide according to the standards set for the program, the improvements sought for the program, and the criteria established for excellent performance of the professional school counselors. The District directs these processes and also prints, distributes, and collects the forms. The district-level guidance administrator monitors the guidelines' adequacy, and responds as requested or needed. While we recognize the value of student outcome evaluation, we do not conduct this on a system-wide basis, but rather on a site-specific basis.

Program Standards

An annual *program planning/evaluation* process is required of each school guidance staff. At the beginning of the school year, counselors are asked to lay out their program activity plans for the year. The calendar format requires a listing of activities within each component for each month of the school year. One program plan is submitted from each school, as each school has one guidance program, no matter how many counselors staff it. Examples are provided for the threeprograms described in this monograph. These calendars are checked regularly and modified as needed to support the program being implemented. Exact adherence is not required, as flexibility and *responsiveness* are important in any guidance program.

At the end of the school year, each guidance program staff completes an evaluation of the yearly program as actually implemented. There are two versions of the end-of-the-year evaluation. Every three or four years, all schools are asked to conduct a thorough self-study evaluating their program-as-implemented according to the program *standards* set out in the *Framework.* At the end of the other years, schools compare and contrast the program they *actually implemented* with the program they had planned at the beginning of the year. They analyze and evaluate how it was different and why. At the end of both processes, counselors are asked to record at that time what they project as goals for the subsequent year.

Both evaluation formats require accountability for the *program balance:* a summary of the percentage of time spent by each counselor in activities associated with each component. Counselors

have their own methods for tracking their time during the year, and thereby strive to keep on a course that will yield an appropriately balanced program. Believing that helping counselors manage their time is critical to their fulfillment of the appropriate role, counselors are required by the District to keep *calendars* on which they record their appointments and activities. Many use this format to log their time/component. Because of their regular commitment to classroom guidance, elementary and some secondary counselors develop (and submit to the District office) weekly schedules which, for the most part, provide them a pattern for the whole year. More middle and high school guidance program staffs consider their yearly calendars on a monthly or grading-period basis and develop their schedules in those time blocks.

Program Improvements

To ensure continuous improvement of each school program, each school guidance program staff sets *guidance program improvement goals* at the beginning of the year. These have often evolved from the end-of-the-year program evaluations. They may relate to school-wide goals for improvement. They may also indicate priorities for improvement identified for the guidance program district-wide; for example, in the recent revision of the guidance *Framework,* Some recommended system-wide changes include the expanded involvement of teachers in delivery of the guidance program, fuller treatment/higher priority assigned to helping students be cross-culturally effective, improved career development assistance for students, continued increase of the small group counseling service at the middle and high school level, and improved methods for case consultations at the middle and high school level.

The program improvement goal form (Gysbers & Henderson, 1994, 240-241) is an action planning form. It requires identification of the tasks to be accomplished, a timeline, and the designation of personnel which will result in accomplishment of the goal. At the end of the school year, counselors evaluate not only the level of goal attainment, but their efforts expended in attempting to reach the goal. It is believed that risk-taking is valuable; thus, "credit" is given for working towards something important, even if complete accomplishment was not attained.

Counselor Performance Evaluation

The counselor performance evaluation system used by the District reflects the roles adopted by the District as appropriate for professional school counselors who carry out the comprehensive guidance program. The performance evaluation criteria which were used as the program was being installed in the District's schools included sections asking counselor-evaluators and the counselors themselves in self-evaluations to assess their competence in implementation of the four delivery systemcomponents of the program. (Northside, 1987; Gysbers & Henderson, 1994) Supervision and goal-setting for professional growth have been emphasized as components of the performance improvement system.

A newly adopted system adds the component of clarifying each individual's job description at the beginning of the contract year. Professional and administrative supervision is provided which targets that job description, as well as an individual counselor's professionalism enhancement goals. The performance evaluation criteria, which are now specified according to the counselor's six professional roles, i.e., guidance, counseling, consultation, coordination, assessment and program management; and indicators of professionalism, are weighted to match the job responsibilities of the counselor in the program (Henderson & Gysbers, in press.)

Student Outcomes

Assessment of student outcomes as a result of participating in guidance program activities is encouraged by the District, but there is not yet a District-wide accountability system based on outcome measurement. As mentioned previously, each school tailors its guidance program to meet the needs of its students and to respond to the school's goals; thus, different specific outcomes are sought at different schools. In addition, the scope of what is permissible within the Framework is so broad that a system-wide outcome evaluation would probably dilute the accomplishments of any one program. Counselors have benefitted from inservice training in outcome evaluation. A District format for developing relevant outcome evaluations for individual activities is provided. (Appendix 2-F) It is suggested that these could be aggregated by grade levels or by grade spans to present school-wide information.

Resources

Primary responsibilities of the District are appropriation of the budget so as to support and facilitate implementation of the program. Having approved the design of the program desired for Northside's students, the School Board and District administration continue to strive to provide the resources needed to fully implement that program. Supporting resources fit three categories: human; materials, equipment and facilities; and political. Northside's provision of these is briefly described below.

Human

It is the District's belief that the basic resource of the school guidance program is the time and talent of the professional school counselors. With the accountability mechanisms (described above) in place, the District recognized mathematically that the lower the counselor-student *ratios*, the fuller the services that individual students receive. In the early 1980s, the District allocated counselor staffing units based on a formula that provided for one counselor for each elementary building, and one counselor for every 550 middle and high school students. With the emphasis on developmental guidance expressed in the first *Framework,* the formula was improved to one counselor, regardless of level, for every 500 students. When this goal was reached, it was recognized that there was insufficient time for counselors to provide the responsive services needed increasingly by the students. The School Board then adopted a goal of allocating a counselor for every 400 students. With this goal nearly achieved, the second Guidance Steering Committee has now recommended ratios of one counselor for every 350 students.

Contracts and salaries are also the responsibility of the District administration and School Board. While the salaries are not as competitive as the counselors would like, the contract lengths have been extended. These extensions occurred as a result of understanding that it is better for students when many of the counselors' system support responsibilities are handled on non-student contact time. Thus, elementary school counselors' contracts are 14 days longer than the student school year; regular middle school counselors' contracts are 19 days longer than the students'; and high school counselors' are 28 days longer. Middle and High School Head Counselors work 5 and 18 days longer, respectively, than the regular counselors.

It is also a district-level responsibility to write the position guides which describe the basic responsibilities of employees filling similar positions. Such position guides were underdeveloped

not only for the professional school counselors, but for the *other guidance program staff* members as well. Within the context of the comprehensive guidance program, appropriate statements have been developed which describe the work of the head counselors, the guidance department secretaries, registrars, and career center technicians. With clearly stated expectations for others' roles, counselors are better able to clarify what is rightfully theirs.

As a result of the clarity of organization of the program and position guides for program-related staff, the administrators of *other programs* have become willing to appropriate their funds when counseling services are permissible and viewed as needed. Northside has specialist counselors (all of whom must be certified as school counselors) supported by Safe and Drug-Free Schools, Compensatory Education, Special Education, and Migrant funds. Vocational guidance funds are appropriated from the district-level vocational education department through the district-level guidance department to enhance the career development program.

Materials, Equipment & Facilities

As a result of understanding that what counselors provide is, in fact, a *program,* as contrasted to a set of processes loosely organized as a set of services, the District has channeled curriculum development funds to the guidance department. Through use of these funds, several *district - developed products* support consistent program implementation across the schools. In addition to the *Program Framework* and the *Performance Improvement System Guide,* the District has produced a guidance curriculum scope and sequence; resources guides, which include specific activity descriptions for each major content area within each of the four delivery system components; "suggested activities," which provide the baseline program for each component at each grade level; and a handbook, which details a model case consultation, staffing process. Additionally, the District has appropriated a consistent guidance *program materials budget.* This budget is apportioned to each campus, allowing counselors to purchase commercially published materials that fit their programs.

While *equipment* is disbursed through the building-level administration, *facilities* are the responsibility of the District. As mentioned previously, Northside is one of the fastest growing districts in the state. Keeping pace with the facilities needs is a constant challenge, but the District has committed to standards for counselors' offices and related facilities (counseling "suites.") As new buildings are built and older ones are refurnished, the guidance program facilities must, by Board policy, adhere to these standards.

Political

By "political" resources we mean the support based in Board policy and administrative regulations, as well as constituents support for the program. (Gysbers & Henderson, 1994, pp. 113-4) Through the clarification both of program standards and the needs dictated by the desired design for the program, the historical *support* of the *Board and District administration* has been strengthened. School officials are able to express their support not only in speeches, but also by appropriating budgets as described above and by supporting the program and staff whenchallenged by others. Enhancement of this support has been garnered by the proactive efforts of the *Northside Counselors Association.* The District counselors feel sufficiently empowered and valued to express their opinions and needs actively and *constructively.* They are appreciated as a constructive force in

the District's political arenas.

With the definition of appropriate roles for counselors associated with the program and the expression of priorities for the program associated with the program design, *regulations* have been, and are being developed which support effective and efficient program implementation. The first of these, which instantaneously safeguarded the developmental guidance program at the elementary level, was an instructional regulation, which stated that every classroom group of elementary children benefits from a counselor-led guidance lesson a week. Others are fairly specific to Northside's traditional over-use of school counselors. As visitors have come, we have learned that there is wide variation in the particular non-guidance tasks that eat the time of school counselors across the country. Development of guidance, program-friendly regulations,which have streamlined counselors' involvement in other departments' responsibilities, include those relevant to special education, pre-registration, the group standardized testing program, individual assessments, the discipline management program, regular education curriculum development, master schedule development, and more.

"Keys" to Successful Implementation

In closing, 10 themes have emerged that are keys to success in implementing a guidance program with integrity. The themes infuse in this introduction, and the reader will see them throughout the building-level, specific, program descriptions which follow. These themes are:

- Vision of the Comprehensive Guidance Program
- Managing Change
- Planning/Evaluation
- Making Decisions
- Involvement of Others
- Communication
- Administrative Support
- Leadership
- Appropriate Definition of the Counselor's Role
- Resource Development

School "Visits"

In the chapters that follow, a comprehensive guidance program in an elementary school, a middle school and a high school is described in some detail. The purpose of this monograph is not to present Northside's program as the answer for you, but rather to present enough detail of the Northside program to give the reader specific ideas which may be directly applicable or easily adapted to fit a unique situation.

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Chapter 2

IMPLEMENTING THE COMPREHENSIVE GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOL

Debbie Krueger

The elementary component of a comprehensive guidance program is the foundation of the structure. At this level, the seeds of healthy personal, social, and academic development are planted and grow as students move through the developmental guidance program into middle school and high school. Students learn life-long skills to carry into the 21st century as productive adult citizens.

How It Begins

Each August, elementary counselors sit down to plan the year for students, parents, and families of their individual campuses. The first task is to build the yearly calendar of events based on the design of the *Framework* and the needs of the campus. The yearly calendar shows how the year will develop over the months. (Appendix 2-A) Under the Guidance Curriculum component, the classroom units to be presented are listed by month. For Individual Planning, group and individual activities are shown for social, educational, and career development. Under the Responsive Services component, activities are listed for small group counseling, individual counseling, consultation, and referrals to other professional resources. In the system support column, activities are listed that support and improve/maintain other programs on campus as well as our own. This becomes a graphic organizer and a simple visual time management tool.

Elementary counselors discuss how they will divide thegrade levels to be served. Some continue with specific grade levels, and some change to new ones. Some counselors serve grades K-2 and, others, grades 3-5. Some follow the same students each year, moving "up" the grades with them, while others take responsibility for the Alternate calendar (year round) students or service special students like, Pre-K or Chapter students.

Writing the yearly calendar is a team building process that helps counselors to focus on the plan. Knowing the theoretical basis, the program model, the needs, the resources available allows the program goals to be established accordingly. Next, elementary counselors build their weekly calendar schedules.

The weekly schedule is a plan of action for each day. In thirty minute increments, details for each component's allotted time are measured and assigned, leaving slots for all the unexpected events that come along and need response. A specific time is marked off each week for counselors to meet together in a staff meeting. This schedule can and should be reviewed on a regular basis (each 6 weeks etc.) to make needed changes, adjustments, additions, and omissions. Mostly, however, elementary counselors from their experience know the weekly patterns and can develop their weekly schedule for the year. (Appendix 2-B)

Next, program improvement goals are developed on the Guidance Program Improvement Plan form. Each counselor writes two to four goals based on new district priorities and campus needs and goals. Goals can be written by individual counselors for a particular program activity or grade level, or counselors can plan goals together with strategies appropriate to their student outcomes. Tasks to be accomplished are listed and the time frame in which they are to be completed is written

down. Appendix 2-C, is an example of a goal to improve communication from the counseling department by providing a newsletter.

GUIDANCE CURRICULUM

The guidance curriculum component includes skills based on lessons and units designed tohelp all students K-5 develop competence in essential life skills. These lessons are based on a systematic scope and sequence, set by developmental needs, guided by priorities, and delivered by effective teaching practices. A well-balanced program helps students master competencies, outcomes, and objectives in the seven prioritized strands.

Implementation of the guidance curriculum requires a partnership between the counselors, teachers, and administrators. Because it is an integral part of the program work it must be an integral part of the campus day. The children learn 1) Responsible behavior, 2) Decision-making and Problem-Solving, 3) Motivation to Achieve, 4) Self-Esteem Development, 5) Interpersonal Effectiveness, 6) Communication Skills, 7) Cross-Cultural Effectiveness.

Counselors' teaching guidance lessons strengthens the entire program. Because the students know counselors as teachers, the level of trust and rapport is there, if and when the need for individual or group counseling occurs. The students see counselors in the classroom on a regular basis, as opposed to being one of the "ladies in the office." Students know they have easy access to the counselor. Additionally, teachers see counselors as collaborators when they are in the classroom experiencing some of the daily joys and frustrations of teaching. Support from administration is provided by valuing the guidance lessons as a regular part of the students' week and by ensuring that access to students for guidance activities is provided. Through the years, counselors have developed the lessons needed for each grade level based on the district priorities. These lessons can be recycled or revised as new materials are purchased or after workshops which provide new training.

In our District, it is recommended that elementary counselors be in the classroom 30 - 35% of the time. On the daily schedule this would be two hours a day, 30 minutes each in four classes. This allocation of counselors' time, during the student's school time, equals to 54-63 days/year or 25-29 activity slots/week. Counselors should be in the classroom for a minimum of twelvelessons a semester. The District counselors have identified suggested outcomes for curriculum activities for each grade level. (Appendix-D) Because counselors have a framework to work within, and the staff and administrators know the value of the activities, most counselors have the flexibility they need to implement lessons on a realistic schedule. Also, because the program is established, when a crisis comes up teachers understand that counselors must deal with these and will make up the lessons for their classes as soon as possible.

The guidance curriculum is presented in a systematic way to help students reach specific, developmentally appropriate competencies. The District has developed a scope and sequence which lists outcomes for the seven content domains for each grade level. For example, in domain three, responsible behavior, a goal is that the students will take responsibility for themselves within the family, school environment, and community. Example outcomes for different grade levels are that "Kindergartners will be aware of their place in the family," "4th graders will list and describe responsibilities of their parents or community leaders," and "5th graders will interpret how traditions and laws govern their community." Another example in the domain of managing change successfully is that "the students will understand that growing up allows them to manage more aspects of their lives." An outcome: "5th graders will demonstrate the ability to open a combination lock." In

Appendix-E are two sample lesson plans listing domains, outcomes, and activities. Knowing the desired outcomes allows the counselor to evaluate the effectiveness of a lesson. A format is used by Northside counselors to develop simple activity evaluations. (Appendix 2-F)

Resources for the guidance curriculum component can be found in the district curriculum resource guide which is a collection of favorite/successful lesson plans developed and contributed by elementary counselors. Campuses can select lesson/units/activities that best fit their program goals, as well as their student outcomes and objectives. Monies are provided each fall to campuses topurchase materials in line with program priorities.

As will be stated in all four components, a partnership with staff is an essential requirement for a successful program. Counselors must collaborate with teachers in the development of appropriate lessons, strive to have teachers infuse the lessons in the daily routine of the classroom, and administrators must back the program and enforce access to students. Parents' input is critical to a successful program. They have opportunities through PTAs and the School Advisory Teams to voice questions and concerns, develop a knowledge level, express support of the program, and to learn to reinforce skills at home.

INDIVIDUAL PLANNING

Although elementary counselors spend the least amount of their time in the Individual Planning System, it is here that the foundation for middle school and high school individual planning takes place. Elementary counselors teach about goal setting, decision making, and self concept. These are then applied by students in setting personal, social, and educational goals related to their individual career plans.

In the Individual Planning component, elementary counselors assist students with five major goals. These are 1) set challenging educational, career, and personal goals, 2) make plans for achieving short term and long term goals, 3) analyze how their strengths and weaknesses help or hinder their achieving goals, 4) make decisions that reflect their plans, and 5) manage change successfully.

All of this is accomplished in a program balance of 5-10% of the elementary counselor's time. This percentage equals 6 activity slots a week, or 9 to 18, 45 minute activities a year. On the yearly calendar, we assist students in 8 major activities: transition (Grades K, 5, and new students); educational planning; pre-registration of K and 5; registration; standardized testing;special testing; career planning; and applying skills taught in guidance activities. (Appendix-G)

The implementation of these eight areas at the elementary level consist of the counselors a) assisting principals and kindergarten teachers with large group meeting during Kindergarten roundup, b) coordinating a class-size visitation with middle school counselors, c) teaching the 5th to 6th grade transition unit; d) coordinating and consulting with administrators and teachers to greet new students on our campus and to conduct orientation as needed; e) coordinating, guiding, consulting with middle school counselors, 5th grade teachers, and parents in preregistering 5th graders for 6th grade. (This includes dissemination of course choice slips, and reviewing these slips when returned); f) coordinating the dissemination and interpretation of test results with teachers, and being available to consult with parents and students in conferences, g) presenting activities for career awareness, like career day and classroom guidance lessons on careers.

These activities are done in partnership with teachers and administrators. Counselors coordinate the transition process with the 5th grade teachers and the middle school counselors. They assist

administrators in procedures, they also help teachers by guiding them to be sure they provide accurate information to students and parents. Administrators are supported in implementation of school-wide activities.

Many elementary counselors' favorite Individual Planning System Activities are Career Day and 5th grade Exit Interviews. For the past three years, we have had a Career Day for students K-5 at the Fernandez Elementary School. This has been a great success for parent involvement. We have had 48 speakers drawn from parents and community members. Two months prior to the scheduled day the counselor sends out letters to all parents inviting their participation. (Appendix-H) Letters are also sent to a local grocery store with whom we have a partnership, and to the principal of our feeder middle school. Four speakers are scheduled in the morning and four in the afternoon for each grade level. We send a return letter to volunteer speakers listing ideas to beemphasized in their presentations: pride in work, responsible behavior and how they use reading and math each day in their job. In addition, they are asked to do three things in preparation for their presentation: 1) bring a handout for each student (brochure, balloon, pencil, office logo); 2) if they wear a uniform to work to please wear it; 3) if they use a tool to bring it to display (computer, shovel, laser, stethoscope.) These make their presentations very meaningful for the students; for example, a baker brought icing for Kindergartners to put on the cookies, the First graders got to plant seeds, Second graders petted a horse, Third graders used a stethoscope, Fourth graders saw a laser show, Fifth graders printed messages on personal laptop computers. On the morning of Career Day, visitors are greeted with coffee and doughnuts by PTA officers and are shown to their rooms. All students have participated in guidance lessons on the world of work and have developed appropriate questions to ask the speakers. Speakers are settled into classrooms and children move between rooms in 30 minute periods; in this way, a whole grade level can hear each of the eight speakers. At the end of the day, speakers are asked to fill out evaluations and suggestions for next year. Teachers have students write in their journals about the day and their favorite speakers. Then as a class they draw or write thank-you letters that are mailed to the guests.

The 5th grade Exit interviews happen in May. In April, letters are sent to all 5th graders' parents explaining the 5th grade Transition unit and inviting them to sit in on an individual conference between their child and the counselor. (Appendix-I). During this conference, the counselor goes over the student's Permanent Record Folder with them. The children review their grades from Kindergarten to 4th grade, attendance records, health information, and standardized test scores. The counselor again interprets the test scores and the testing vocabulary: percentiles and percentages, grade equivalents, mastery and non-mastery. Students and their parents have time to ask questions about Middle School. The most frequently asked questions are "Do I really have to take a shower in PE? and What if I can't get my locker open?". Scheduling twenty minutesper conference, counselors can see eight to ten students a day, or 125 students in three weeks. Parent participation is on average 75-80%. I know parents are pleased with the information. They offer comments like "Thanks! I never knew I had a cumulative folder until I was in High School and then no one let me look at it!" "What a great gift to give kids!" This activity allows the counselor closure with each student, some of whom we have known for 6 or 7 years. These are powerful experiences for the counselors too!

RESPONSIVE SERVICES

A third component of the Guidance *Framework* is Responsive Services. This component provides interventions for students who are having problems that interfere with their academics and it promotes healthy development. Some services are also provided to parents and teachers of students. Recurring needs are in the areas of academic success, responsible behavior, relating with peers and adults, self-esteem, loss, stress, child abuse, and attendance.

During the yearly calendar development, these needs are prioritized by campus goals and community needs. To develop this priority list, a student-needs assessment can be completed each May or August based on parents, teachers or students views on situations. (Appendix-J) After identifying students, small groups of students are arranged by grade, age, or topic. Then the groups are scheduled into the weekly calendar with the counselor allocating 40-45% of their time for responsive services, equalling 2.75-3.25 hours in the day, or 72-81 days of the year, or 34 to 38 activity slots a week.

In addition to the names identified through the needs assessment, many referrals are self made. We use a mailbox outside our doors with a notepad attached. (Appendix-K) Here students write their names and room numbers. They are picked up as the schedule allows. EvenKindergartners can locate the counselor's office, write a few letters of their names, and be responded to! They then know they are valued, cared for, and will be listened to. Sometimes, crises take precedence over planned activities, but planned activities are always rescheduled. The integrity of the program rests on the trust and rapport established by the counselor. Crises must really *be* crises, and promised activities must always be done.

As in the other three components, partnership with staff is a vital part of implementing responsive services. Teachers refer children for help. They allow them to come to the counselor for help without penalizing their grades. Teamwork and the team approach with other campus specialists and representatives from community resources make for a strong and dynamic program with specialized services. Parents too, must also have input to this component to ensure children's success in a healthy development. They will refer their children, and they will need to give permission for special services and to help solve the problems. Communication is the key.

In addition to providing services individually and in small groups to students, counselors also provide parent education programs. These may occur during the school day or in the evening. Programs may be based on commercial material, like "STEP" or "How to Talk So Kids will Listen," or may be counselor developed in responding to needs of the campus, such as an ADHD parent support group. Also in the District we have a Parent Consultation Center. The Center is staffed by Northside Counselors and area University practicum students, providing free services based on the brief family intervention model. The Center is open one night a week, is housed in one of our Elementary schools, and is directed by an elementary school counselor.

SYSTEM SUPPORT

The fourth component of the Comprehensive Guidance Program is System Support. This includes activities that support the other program components and support that is received fromother programs. At the elementary level, the time parameters for System Support are 15 -20% of counselors' time, or 1 to 1.5 hours a day, 13 to 17 activity slots a week, or 27 to 36 days in the year. The district has recommended priorities for these times as 1) Student referrals to special programs,

2) consulting/conferencing with staff and parents, 3) Special education Initial Referrals 4) Test interpretations to staff, 5) Parent Education, 6) School Advisory Team, 7) Parent Involvement Activities, 8) At Risk Services, 9) 504 services, 10) ARD meetings, 11) Staff Development, and 12) Transition Activities. True system support tasks are appropriate ones for counselors to do, but, non-guidance activities are not a legitimate part of the guidance program. The question which differentiates the support-to-others tasks from non-guidance tasks is - "Is a masters degree in guidance and counseling needed to accomplish this task?" When the answer is no, the counselor helps finding the other people to be responsible for the activity/task.

System Support includes management activities that help counselors establish and maintain the guidance program, such as the time spent in developing staff and community relations, program development, professional development, and program management. The support that counselors provide to help the school are testing, serving on committees and cadres, working with administrators, consulting with teachers, attending staffings and special education ARD's, planning parent involvement activities, working on school improvement plans, sitting on School Advisory Teams, and presenting staff development.

A high priority for elementary counselors is a staffing process. We use a consultation model called the C.H.I.L.D. process (Consultative Help for Individual Learning Decisions.) This staffing procedure helps teachers a) to identify the specific area of concern for the student, b) provide intervention as early as the problem is identified using sound instructional strategies and accommodations, and c) make decisions about students who require additional services. This system has four levels of problem-solving and decision-making - 1) classroom interventions, 2) grade level consultation, 3) campus level consultation, and 4) referral. (Appendix 2-L) Campuses who meet regularly (once a week) find this very thorough process the best communication tool for talking about children.

Another priority for counselors is the school-based decision-making Committee. The "S.A.T.," The School Advisory Team is made up of the principal, PTA president, 2 parents, 2 community members, teachers representing various grade levels or cadre chairs, counselors, and specialists (Reading, GT, Music, and PE). The purpose of the school-based decision making team is to set goals, determine strategies, and implement activities appropriate for that school and its goals. This committee has input into curriculum, goal setting, finances, personnel management, school organization, and human resource development. Shared decisions are better decisions as people take ownership in what they help create. Therefore, it is an important opportunity for counselors to be part of this team.

As our district has grown, the need for supervision and an additional friendly ear has been needed by elementary counselors. Job demands on the Director of Guidance make it difficult for her to visit all school counselors for supervision and consultation. More informal support is now given by elementary cluster leaders who meet with counselors four times a year to review procedures, new materials, discuss ethical dilemmas and provide sharing time. They visit the schools in their clusters, help orient new counselors, and provide support and encouragement to counselors.

Another opportunity for uounselors to connect is through the joining of TENET (Texas Teacher Educator Network). This interactive computer system allows access to University libraries, news groups, web sites and ERIC. Of particular interest to counselors, is the International Counselors Network (ICN) and Texas Counselors Network (TCAN). Through computerized networking, counselors share ideas about what should be covered in a comprehensive guidance curriculum and

offer ideas for small groups.

The year ends with the end-of-the year evaluations. Elementary counselors summarize the periodic evaluations of the activities of the four components. We check our progress toward our program improvement goals. We review the yearly program calendar to see if major changes should be made for the next year.

In Northside, the elementary counselor is a vital part of the elementary school children's day. With the comprehensive framework the role of the counselor is clear. We can talk about our jobs and program. Our worth is appreciated. We know we are organized and know our direction. And we know that we are doing the right things for and with kids!

NISD Guidance Department CALENDAR for 1995 - 1996
Campus R.B. Fernandez

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE
August	3. Self Esteem 4. Self Esteem 5. Self Esteem	New Student Orientation	Form Small Group as needed: - Divorce - Friends - Study / Organizational Skills - ADHD	Ongoing Activities - CHAIR CHILD process - CHAIR 504 process - Facilitate ADHD Parent Group - Member S.A.T. - Wellness Cadre Chair	
September	3. Test Taking 4. Goal Setting 5. Goal Setting	COGAT Testing Set TAAS Goals	- Self-esteem - Responsible Behavior Lead Groups throughout Year	- S.T.C.A. President Elect - Special Ed. Initial Referrals - Attend District testing Inservice - Input to Schools Improvement Plans	
October	3. Safety with Strangers 4. Just Say No 5. Peer Pressure Reversal	Disseminate Test Results Interpret Test Results	Parent Education Workshop	Staff Development	
November	3. Family 4. Time Management 5. Stress	Dazzlers	Continue with Individuals Small Groups	Attend T.C.A. Conference in Austin	
December	3. Multi-Cultural 4. Multi-Cultural 5. Multi-Cultural	Review TAAS Goals	Evaluate Small Groups Plan for Spring Semester		
January	3. Feelings 4. Time Management 5. Decision Making	Dazzlers	Parent Education Workshop	Attend STCA Winter Workshop	

Appendix 2-A

NISD Guidance Department CALENDAR for 1995 - 1996
Campus R.B. Fernandez

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE
February	3. Careers 4. Careers 5. Careers	Career Day K- 5 Dazzlers	Continue Groups Parent Education Workshop	Continue activities listed in August	
March	3. Test Taking 4. Test Taking 5. Test Taking	TAAS Writing Test 4th grade Distribute 6th grade Choice Slips		Invite MS Counselors to visit	
April	3. Friends 4. Responsible Behavior 5. Transition Unit	I.T.B.S. - 2nd grade	Parent Education Workshop	Attend ACA Conference in Pittsburgh	
May		Kinder Roundup 5th Grade Exit Interviews 3-4-5 TAAS Reading/Math Test		Class Placement	
June	Evaluate Program	Evaluate Program	Evaluate Program	Evaluate Program Complete End of Year Report	
July	31				3[illegible]

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NISD Guidance Department **for 1995 - 1996**

R.B. Fernandez

CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30		IP		SS/RP	
8:00	RS		GC Mrs. Young		IP
8:30	IP	GC Mr. Goldhorn		CHILD	
9:00		GC Mrs. Rosas		STAFFING	GC Mrs. Thomas
9:30	GC Mrs. Lewis		GC Mrs. Dudich		GC Mrs. Matonis
10:00	GC Mrs. Mendoza	RS			
10:30		RS	RS	GC Mrs. Brubaker	
11:00	RS Group		RS Group		RS Group
11:30	Lunch	GC Mrs. Lopez	Lunch	Lunch	Lunch
12:00	Staff w/Co-Counselor	Lunch			
12:30					
1:00	GC Mrs. Schmidt		GC Mrs. Gaines	GC Miss Glawe	
1:30	GC Mrs. Smith		GC Mrs. Langston	GC Mrs. Lyons	IP
2:00		GC Mrs. Howk			RS
2:30	IP Dazzlers	IP Dazzlers	IP Dazzlers	IP Dazzlers	IP Dazzlers
3:00					
3:30					
4:00					
4:30					

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Appendix 2-B

GUIDANCE PROGRAM IMPROVEMENT PLANNING

School: R.B. Fernandez
Name: D. Krueger
Principal/Head Counselor Signature: Fran Rhodes
Date: 09-05-95

USE A SEPARATE FORM FOR EACH GOAL

PLANNING (To Be Completed by September 28)	EVALUATION (To Be Completed by Contract End - June

Goal: To improve communication between Counseling staff, faculty and parents.

Program Objective/Strategy	Tasks to Accomplish	Timeframe	Level of (1-5) Acc.	Student/Others' Outcomes
Provide Newsletter	Design newsletter	August	5	
* explaining 4 Components of Framework	Write Articles	September - May	5	
	Plan Parent Ed. Activities	August	5	
* list upcoming Activities	Run off newsletter	September - May	5	
* share parenting education information	Distribute one per child	September - May	5	

Overall Assessment of Level of Accomplishment: 1 (Not Achieved) 2 3 4 5 (Fully Achieved)

Counselor's Signature: _____
Principal/Head Counselor: _____
Date: _____

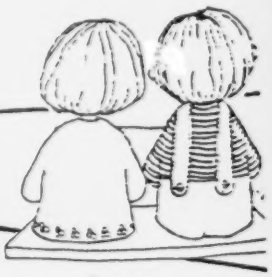
a Template

RAUL. B. FERNANDEZ
OUNSELORS CARE
ebbie Krueger, Lead Counselor
Vertical Team and 5th grade

llson Moores, K-4

WHAT DOES THE COUNSELOR DO AT SCHOOL?

- talks with boys and girls about things that are important to them
- visits the classroom
- talks with small groups and individua
- conferences with parents and teachers
- coordinates district testing program
- chairs CHILD Process Team
- coordinates special services
- coordinates parent education programs
- assists in crisis intervention
- refers families to appropriate outsid resources if necessary



RESPONSIVE SERVICES

Throughout the year, counselors will teach skills and information in a small group setting on the following topics:

Self-esteem
Divorce/Blended Families
Peer Relationships
Death/Loss
Responsible Behavior
ADD/ADHD

The first groups will begin Sept.11 thru Oct.20.
See back of this sheet for participation form.

GUIDANCE CURRICULUM

Counselors deliver skill-based lessons and units designed to help all students (K-5) develop life skills. The classes are based o developmentally appropriate needs of students and set locally by priorities and g of the Fernandez community. The 7 content areas are Self-esteem, Motivation to Learn, Interpersonal Effectiveness, Communication Multi-Cultural Understanding and Responsible Behavior.
Our lessons for Aug-Sept. will be Safety and Drug Awareness.

UPCOMING EVENTS

3rd Grade Testing
Sept. 19,20,21

ADD/ADHD Parent Support Group
meets 1st Tues. of the month
7:00p.m.
1st mtg. October 3, 1995

INDIVIDUAL PLANNING

Counselors meet with Students to:
- set educational , personal and social/behavior goals
- manage change
- interpret test results
- transition to Kinder and 6th grade
- discuss career choices in the world of work

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COMPREHENSIVE GUIDANCE PROGRAM
QUALITATIVE DESIGN

SUGGESTED ACTIVITIES

COMPONENT: Guidance Curriculum
GRADE LEVEL: Kindergarten
ACTIVITIES: Classroom Guidance

TITLE	DOMAIN	OUTCOME (Students will:)
1. Responsible Behavior Wise Choices Rules Citizenship	3	describe areas in school where they are self-sufficient and where they are not.
	6	identify choices they make and realize the difficulty of choosing between two desirable alternatives.
	8	identify a problem.
2. Self-Esteem/Self-Awareness Individual Differences Strengths/Weaknesses	1	know their physical, intellectual and emotional characteristics.
	13	recognize that they listen to and speak with a variety of people.
	14	describe people and activities they enjoy.
3. Getting Along Friendships Family Cooperation Cultural differences	2	describe their work and play relationships with others. interact with others in ways that demonstrate caring and respect for them.
	4	be aware of their place in the family system.
	14	describe people and activities they enjoy.
	15	describe work activities of family members within and outside the home.
4. Feelings	1	know their physical, intellectual and emotional characteristics.
	14	describe people and activities they enjoy.

TITLE	DOMAIN	OUTCOME (Students will:)
5. Safety Stranger School/Playground Drug Awareness (Optional)	3	describe areas in school where they are self-sufficient and where they are not.
	6	identify choices they make and realize the difficulty of choosing between two desirable alternatives.
	8	identify a problem.
6. Career Awareness (Optional)	10	describe their classroom, their playground, and identify the adults who work with them.
	11	describe their community.
	15	describe work activities of family members within and outside the home.

COMPREHENSIVE GUIDANCE PROGRAM
QUALITATIVE DESIGN

SUGGESTED ACTIVITIES

COMPONENT: Guidance Curriculum
GRADE LEVEL: Fifth Grade
ACTIVITIES: Classroom Guidance

TITLE	DOMAIN	OUTCOME (Students will:)
1. Self-Esteem Positive thinking Self-talking Rational/irrational thoughts	1	specify their physical, intellectual and emotional characteristics.
	8	describe situations that produce unhappy or angry feelings and how they deal with those feelings and apply the problem-solving process.
2. Stress Management Identification Positive/Negative Stress Controlling Stress	3	analyze how the consequences that occur are a logical result of their actions.
	6	apply the basic systematic decision-making process to school related choices.
	7	understand that growing up allows them to manage more aspects of their own lives.
	8	describe situations that produce unhappy or angry feelings and how they deal with those feelings and apply the problem-solving process.
3. Peer Pressure Reversal Assertiveness	3	analyze how the consequences that occur are a logical result of their actions.
	7	understand that growing up allows them to manage more aspects of their own lives.
	13	distinguish between thoughts and feelings that they are expressing and those they are hearing from friends, especially in situations where others are striving to influence them.

TITLE	DOMAIN	OUTCOME (Students will:)
4. Transition to Middle School Managing Change Time Management Organizational Skills	7	understand that growing up allows them to manage more aspects of their own lives.
	9	analyze the various methods they use to learn in school.
	10	apply the basic systematic decision-making process to middle school elective choices.
	12	describe how middle school/6th grade might be similar to and different from elementary school/5th grade.
5. Career Awareness Goal Setting	X	construct personal goals and plans for achieving them.
	14	describe the meaning of "value" and how values contribute to goals and plans.
	15	define "stereotype" as relates to career and explain how stereotyping limits choices.
6. Leisure Time (Optional)	11	describe how they use their leisure time in their community for their benefit and that of others.

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GUIDANCE CURRICULUM
LESSON PLAN OVERVIEW

TRANSITION UNIT

LESSON TITLE: Locks and Lockers

GRADE: 5
TIME: 30 mins

DOMAIN: Manage Change Successfully

OUTCOME(S): Students will:

Understand that growing up allows them to manage more aspects of their lives.

ACTIVITY OBJECTIVE(S): Students will:

Demonstrate the ability to open a combination lock at least one time.

CONCEPTS:

Students need to master the skills of opening a combination lock since they will need to open their lockers frequently and quickly next year.

METHODS:

_____A-V Aids	___X___Drill Practice	_____Quiz
_____Computer	_____Role-Playing	_____Reading
___X___Demonstration	_____Guest	_____Student Reports
_____Discussion	_____Group Work	_____Worksheet
_____Drawing	_____Lecture	___X___Other: Tag Board Combination Lock

RESOURCES:

Combination locks and patience!

EVALUATION:

_____Oral Response	_____Teacher Observation
_____Class Participation	_____Review
___X___Student Response	_____Form Attached
_____Homework	_____Other

LESSON PLAN PROCEDURES

LESSON TITLE: Locks and Lockers

FOCUS:

Ask "What is this?" (hold up lock) "How many of you have ever used one?" Allow brief time for discussion.

INSTRUCTION:

The counselor will display a large tag board lock at the front of the classroom. Write the combination on the board and demonstrate correct procedures for opening the lock. Answer any questions. Pass out individual locks. Do the first "opening" in unison with students.

PRACTICE:

Students will practice opening combination locks. They will continue to practice, rotating the locks, until the end of class.

CLOSURE:

[Last five minutes] The class should be seated. Give each student a lock. When the counselor calls "start" they open locks. As they open their locks they stand. All students should be standing at the end of the period. Plan an additional practice with those students who could not open their locks within the time limit.

GUIDANCE CURRICULUM
LESSON PLAN OVERVIEW

TRANSITION UNIT

LESSON TITLE: Exploring Feelings About Middle School

GRADE: 5
TIME: 30 mins

DOMAIN: Understand and Respect Themselves

OUTCOME(S): Students will:

Express their intellectual and emotional concerns regarding middle school.

ACTIVITY OBJECTIVE(S): Students will:

Explore their feelings about the impending change to middle school by expressing their hopes, anxieties and fears.

List questions and concerns they have about middle school.

CONCEPTS:

People tend to be apprehensive and fearful when confronted with new and strange situations. Anxiety can be reduced by identifying and expressing these feelings and recognizing their universality.

METHODS:

_____A-V Aids	_____Drill Practice	_____Quiz
_____Computer	_____Role-Playing	_____Reading
_____Demonstration	_____Guest	_____Student Reports
___X___Discussion	_____Group Work	_____Worksheet
_____Drawing	_____Lecture	___X___Other: Brainstorm list of questions

RESOURCES:

Optional: "Middle School Questionnaire"

Cross reference: Individual Planning Activity I is a good follow-up for this lesson.

EVALUATION:

_____Oral Response	_____Teacher Observation
___X___Class Participation	_____Review
_____Student Response	_____Form Attached
_____Homework	___X___Other: List of questions and concerns

LESSON PLAN PROCEDURES

LESSON TITLE: Exploring Feelings About Middle School

FOCUS:

The counselor silently writes a "rumor" on the board (example: Middle school bullies stuff 6th graders in their lockers"). Hand the chalk to a student and continue process until 5-6 rumors are on the board.

INSTRUCTION:

Explain to students that they have probably heard rumors about middle school and have some scary feelings about this. The other part of fear is excitement and anticipation. Ask students to identify the feelings associated with each rumor on the board. Tell students, "You all have questions about schedules, lessons, etc. We are going to break into groups. You will have 10-15 minutes to write your questions, hopes, and concerns. When I call time you are going to share two concerns and hopes from your group."

PRACTICE:

Break into groups of five. Have each group select a recorder and list questions, hopes, and concerns about middle school. At the end of 10-15 minutes each group will share two major concerns and hopes. The counselor may record the group responses on the board.

CLOSURE:

Point out that we all have concerns, questions, and some of the same feelings about middle school. In this unit we will share those feelings and concerns and answer many of your questions.

MIDDLE SCHOOL QUESTIONNAIRE

1. The most exciting thing about going to middle school is

_____

_____

2. Some things that I think will be different at middle school are

_____

_____

3. The thing that worries or scares me the most about going to middle school is

_____

_____

4. A question I have about middle school is

_____

_____

5. Something I can do help myself feel more comfortable the first day of school next year is

_____

_____

6. Something I'll miss about elementary school is

_____

_____

7. A rumor I've heard about middle school is

_____

_____

MEASURING THE EFFECTIVENESS OF A GUIDANCE/COUNSELING ACTIVITY

--WORKSHEET--

1. ACTIVITY: _____

2. THE OBJECTIVE FOR THIS ACTIVITY IS _____

   _____

3. THE DATA TO BE GATHERED IS _____

   _____

4. THE POPULATION OF THIS EVALUATION IS _____

5. THE LEARNING DOMAIN OF THE OBJECTIVE IS _____

6. THE MEASUREMENT TECHNIQUE I WILL USE IS _____

   _____

7. _____ WILL COLLECT THE DATA (how) _____

   _____ (when) _____

8. I WILL USE THE INFORMATION GATHERED THROUGH THIS EVALUATION AS FOLLOWS: _____

   _____

   _____

a:\worksheet

COMPREHENSIVE GUIDANCE PROGRAM
QUALITATIVE DESIGN

SUGGESTED ACTIVITIES

COMPONENT: Individual Planning
ACTIVITY: Transition

TOPIC	GRADE	DOMAIN	OUTCOME (Students will:)
1. Kindergarten Round-Up	K	7	describe how the school environment is different than the environment they were in last year.
2. New Student Orientation	K	7	describe how the school environment is different than the environment they were in last year.
3. Students Changing Campus	K	10	describe their classroom, their playground, and identify the adults who work with them.
4. ACE Transition to Different Campus	K	10	describe their classroom, their playground, and identify the adults who work with them.
5. General Transition	K	12	describe what first grade will be like and explain what they look forward to about it.
1. New Student Orientation	1	10	describe the school and identify the school personnel who are there to help them.
2. Students Changing Campus	1	10	describe the school and identify the school personnel who are there to help them.
3. ACE Transition to Different Campus	1	10	describe the school and identify the school personnel who are there to help them.
4. General Transition	1	12	describe how first grade is similar to and different from kindergarten and how they expect second grade to be.

RAUL B. FERNANDEZ ELEMENTARY SCHOOL

6845 Ridgebrook
San Antonio, Texas 78250

Frances M. Rhodes
Principal

Jack C. Jordan
Superintendent

Dear Parents,

On Friday, February 25th, Raul B. Fernandez students will be celebrating CAREER DAY!

We are looking for moms and dads to share their jobs with the students. We are asking you to speak to four different classes for a period of thirty minutes each. You may choose to come from 8:30 to 10:30 or 12:30 to 2:30. If possible, you will be assigned to speak to your student's grade level. We would like to hear an explanation of your duties, salary, training and education. We are emphasizing pride in self and school. Perhaps you can bring tools of your trade, wear a uniform or bring a handout or advertising item to share with each student.

Please consider sharing your Career with us by volunteering several hours of your busy day with our students.

Sign below and return to school by January 26th. If you choose to participate, a return letter of confirmation and additional information will be sent home.

Thank you. Together - we're better! Together - we make the difference!

Debbie Krueger

Debbie Krueger
Counselor

_____YES! I can spend (8:30-10:30) or (12:30 - 2:30) with students sharing my job.

_____ _____
Name Work#

_____
Career

_____ _____
your student's name teacher

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RAUL B. FERNANDEZ ELEMENTARY SCHOOL
6845 Ridgebrook
San Antonio, Texas 78250
(210) 681-7474

Frances M. Rhodes
Principal

Dr. Agustin A. Orci
Superintendent

April 18, 1994

Dear Parent of _____,

Between now and the end of the school year, I will be working with 5th grade students on the transition to middle school.

During classroom guidance we will discuss some important "how-to's" such as opening a combination lock, reading a class schedule, completing an assignment sheet and finding their way around the school. We will also focus on positive ways to work with teachers and peers.

Individually, I will sit down with each student to review their elementary grades and test scores. I would like for students to know that there is a folder with their name. Each has the responsibility to affect what ultimately goes in this very important cumulative folder.

I cordially invite you to come and sit in on this conference at _____ on _____.

Sincerely,

Debbie Krueger

Debbie Krueger
Counselor

Dear Parents,

We plan to start small groups this fall.Now is the time to sign up if there is a group your child may find beneficial.

The counseling program at Fernandez Elementary School is designed to be preventive and developmental. In addition to seeing students individually and in classrom guidance, we teach skills and information in the small groups settings. Two types of group counseling are offered - developmental groups and special concern groups. Developmental groups include topics that address normal developmental tasks and skills such as friendship/social skills, decision making/problem solving,understanding self and others, managing stress, being responsible and developing and maintaining positive self-worth.

We emphasize to students that these groups are for everyone, and participating does not indicate a problem.

Special concern groups are organized around topics of concern shared by the students participating such as: students whose parents are recently separated, divorced, or remarried; students who have recently experienced a death of a family member; students who are underachieving or failing academically; and other special concern topics as the need arises such as children of alcoholics.

If you think your son or daughter would benefit by participating in one of these groups, please complete the section below and return to us or call 706-7370.

Thank you for your support in our mutual goal of raising competent, healthy, and successful children.

Sincerely,

Debbie Krueger
Debbie Krueger
Counselor

Allison Moores
Counselor
Allison Moores

I would like my child_____ who is in MR./Mrs./Ms._____ class to participate in the
_____ group.

_____
Parent Signature Phone Number

RAUL B. FERNANDEZ ELEMENTARY SCHOOL
6845 Ridgebrook
San Antonio, Texas 78250
(210) 681-7474

Frances M. Rhodes
Principal

Dr. Agustin A. Orci
Superintendent

_____
Date

Dear _____,

Since children experience a variety of concerns at different developmental stages, the Northside Independent School District provides counseling services for all children in grades K - 5. The purpose of this program is to assist children in coping with these concerns in order to allow for maximum benefit from their educational experience.

Your child, _____, has signed up to participate in group counseling to discuss the topic of _____. We will meet weekly for approximately six weeks for a 30 minute period.

Please feel free to contact me if you have any questions or additional information that would be helpful in working with your child.

Sincerely,

Debbie Krueger

Debbie Krueger
Elementary School Counselor
706-7370

Allison Moores

Allison Moores
Elementary School Counselor
706-7370

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BULLDOGS

Please fill in the blanks and then leave it in the box by the door to the Guidance Room. I will come and get you when I can.

Love,
Ms. Moores

Dear Ms. Moores,

I would like to talk with you in the Guidance Room.

Name _____

Date _____

Teacher _____

CONSULTATIVE HELP FOR INDIVIDUAL LEARNING DECISIONS

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Classroom Teacher	Grade Level Team	Campus C.H.I.L.D. Committee	Referral
Teacher has concerns about student academics or behaviors 1. Teacher completes learning behavior checklist Level I. 2. Contact parent - use parent conversation/script. 3. Gather applicable data. Rank order Attendance IRI/ Running Record Ability measure: Slosson, TONI, CREVT Vision - Telebinocular ADD checklist Speech evaluation data Dyslexia checklist Ask Pam to observe GT 4. Put all forms in red CHILD folder.	Grade level team supports teacher with additional strategies, modifications, programs 1. Teacher completes Level II form A - J 2. Teacher (or other) requests Team meeting. 3. Team Leader sets meeting: use agenda form. Keeps notebook minutes. 4. Team brainstorms strategies using team notebook, PRIM manual, Coop. Discipline, Remedial programs, Benchmark ISM. 5. Teacher contact parent using Parent conversation script part II. 6. Teacher tries strategies, documents results (3 wks) part K. 7. Team leader schedules follow-up meeting. 8. If needed - schedule Level III Meeting with Counselor	Campus C.H.I.L.D. committee reviews Levels I & II - makes recommendations. 1. Teacher completes Level III form A - E. 2. Bring red CHILD folder & PRC to meeting. 3. Teacher presents case study to CHILD committee. 4. Committee makes recommendations Additional modifications At risk CMC Social Skills Level V behavior contract Campus Counseling Administrative Conference Dyslexia Program "504" Referral to Special Ed. 5. Schedule Level IV meeting.	Committee and teacher recommend referral out - possible options. 1. Refer to outside agency 2. Refer to Special Ed. Teacher calls parents Counselor sends home: Consent and Notice Parents Rights Book Parent Information Nurse: health history File is checked Sent to P.S.D.

Chapter 3

IMPLEMENTING THE COMPREHENSIVE GUIDANCE PROGRAM AT THE MIDDLE SCHOOL

Mary Bailey

The middle school counseling program is the bridge that connects the elementary and high school guidance programs. The counselors at the elementary level "hand the baton" to the middle school counselors who in turn pass it on to the high school counselors, providing the continuity in the counseling program which benefits students. It is interesting, yet obvious, that the counseling program at all three levels follows the same counseling program framework, but each is somewhat different. Age of the students, types of curriculum, and the varied structure of the school program provide different emphases and different ways of presenting the guidance program.

PLANNING

The middle school counseling department resumes operations three weeks before the new school year begins with a skeleton staff, including the head counselor and the counseling registrar/ secretary. The head counselor returns before the other counselors to prepare for the new school year. At a staff meeting with the principal and other administrators, staff changes that occurred over the summer are reviewed along with a briefing on the new master schedule. The principal and head counselor meet to discuss any changes in the overall school program, and the role of the counseling department in these changes.

The other counselors on the staff return one week before the teaching staff. It is the first official time the counseling staff has met together since the last contract day of the previous schoolyear. This time is an opportunity to share new ideas that each has learned over the summer break when attending various courses, workshops, or seminars. Part of the time on this day is spent sharing professional experiences from the summer, renewing relationships, discussing changes in the school faculty, getting acquainted with the new master schedule, and any other changes in district policy or programming.

The next order of business is to begin planning the guidance program calendar for the year. This planning begins with a review of the end-of-the-year surveys from the previous year and the previous year's guidance calendar. The calendar covers the period from August to June. (Appendix 3-A) When comparing calendars from year-to-year the framework stays the same, but often the content differs.

GUIDANCE CURRICULUM

What Is It?

The middle school guidance curriculum includes lessons and units designed to help students in sixth through eighth grades in developing competence in essential life skills. The learning experiences are based on a systematic scope and sequence, driven by the developmental needs of students, and dictated locally by school community priorities and approaches.

The middle school guidance curriculum is the proverbial walls to the foundation that the

elementary guidance curriculum has built in the content areas of

- Responsible behavior
- Decision-making and Problem-Solving
- Motivation to Achieve
- Self-Esteem Development
- Interpersonal Effectiveness
- Communication Skills
- Cross-Cultural Effectiveness

Each year, as the calendar is planned, guidance lessons are chosen that meet the program goalsand objectives for our school.

In an effort to provide a balanced guidance program,counselors follow the recommended time parameters for each component outlined in the District's guidance framework. The recommended time parameters for the middle school guidance curriculum are:

Level	Percent	Days/ Year	Hrs/ Day	Activity Slots/Wk
Middle School	15-20%	27-36	1-1.5	7-9

This is based on a student access time of 175 days in the school year and 45 minutes in an activity slot. Given that the counselors' time in implementing guidance curriculum is divided between direct teaching and consulting with teachers, the recommended minimum number of counselor-conducted guidance lessons per year per grade level are 8 lessons per year.

How Do We Do It?

During the calendar planning process each counselor provides input as to what lessons will be presented each year. Very often topics are the same ones presented the year before. However, there are different approaches to each topic at each grade level, so as to avoid repetition over the years. Each counselor is responsible for presenting the guidance curriculum for his or her assigned grade level, team assignment, or alphabetical range. (Assignment of caseloads in our district vary by an alphabetical range, i.e., last names that begin with A through G, by grade level, or by team assignments, i.e., an interdisciplinary academic team at each grade level. Counselors share lesson plans for various lessons with the other counselors so as not to duplicate tasks, with the freedom to adjust the plan to individual teaching styles.

Topics for the guidance program are selected with consideration of the strands prioritized in the District guidance framework. However, in the course of the school year various circumstancesmay provide opportunities to present lessons on subjects not addressed directly in plan. These lessons may not be presented to all grade levels. For instance, a student on a 6th grade team was murdered. Though crisis counseling was made available to those who expressed a need for support, the teachers expressed a need for a guidance lesson on handling grief for all the students on the decedent's interdisciplinary academic team. This important lesson was provided specifically to the students on this 6th grade team.

In any given school year issues may differ from the previous school year. A needs assessment is done to evaluate what the "hot" topics for students at a specific grade level. (See Appendix 3-B) Flexibility in planning is essential in providing needed services to the students. This is true for all

components of the guidance program. However, there are annual commitments to some topics, and they are not compromised. For instance, one of the goals in the District's Strategic Plan is for all students to know and to apply the process of goal setting. Therefore, this topic is a priority for the year.

There are other topics that are essential and are presented in a planned sequence. For instance, for the 6th grade the first three guidance lessons, and the last lesson, follow a strict sequence as they are parts of a unit. The first topic in the series is, "Making It in Middle School" the second is, "Goal Setting for the Year," and the third in the series is, "Staying Motivated for Success in School." The objective of this unit is to provide sixth graders a good foundation for the middle school experience, which will benefit them for all of their middle school years. A fourth lesson, though not in sequence to these is, "We've Made It!" This is the culminating lesson for the year. The other four lessons for the year are planned but may be changed.

The guidance lessons are presented during regular class time. However, a rotation schedule is followed so no single subject area loses teaching time from its own curriculum more than another. A plan of conducting one lesson during Language Arts classes, another during Mathclasses, and so on is used for all grade levels. Every effort is made to match the lesson content with the essential curriculum elements for that subject area. For instance, the lessons in goal setting are appropriate to any of the academic essential elements.

Teachers are an integral part of the presentation of the guidance curriculum. It is important that the teacher be present during the lesson so he or she can share the experience with their students. This is valuable because the teacher can provide follow-up activities to the lesson. For example, the teacher could add an extra point question at the end of an assignment which pertains to the guidance lessons for an extended check of students' understanding. If for some reason a teacher is not present during a classroom guidance lesson, the counselor leaves suggested follow-up activities for the teacher to use. This follow-up process gives validation and better comprehension of the objectives of the lesson. The counselors sometimes use a few minutes of an advisory time to drop by (after consulting the teacher) and conduct a short follow-up activity. Follow-up activities of some kind are essential in presenting a meaningful classroom guidance program.

Another variation of the presentation of a classroom guidance lesson that has been used is to have an administrator co-teach a lesson. This extends the counseling program to other facets of the school and helps the administration understand more about the role of the counselor in the school program.

Lessons on behaving responsibly lend themselves to this team approach. Parents are welcome to be present for guidance lessons, and in some instances have given positive input as to what lessons they believe are needed.

After the counselors in the department have completed their lessons on a common topic with a grade level, the effectiveness of the lessons and their experiences are discussed in a weekly staff meeting. Sharing what works and what doesn't work is good for updating lesson plans. (SeeAppendix 3-C)

Though certain topics are presented at all three grade levels, the content of each is different. For example, the topic of "Goal Setting" is taught at all three grade levels. The sixth grade lesson objective is to teach and practice a basic understanding of the goal setting process. For the seventh grade, the topic is extended to present the differences between short-term and long-term goals. Applying the goal setting process in career planning is the objective for the eighth grade lesson.

Classroom guidance activities not only provide information and teach life skills, they are another vehicle for students to recognize the counselor as an integral part of their education.

INDIVIDUAL PLANNING

"Individual Planning" is the component in the Comprehensive Guidance Program which helps students learn information about themselves and information about educational and career opportunities. In the guidance curriculum we teach skills for living and in the individual planning component we teach how to apply these skills. Counselors assist students in applying this information in making their plans to meet immediate and long-term goals.

At middle school, this component has the same weight in the program as the guidance curriculum. The recommended time parameters for middle school counselors to provide individual planning activities are:

Level	Percent	Days/ Year	Hrs/ Day	Activity Slots**/Wk
Middle School	15-20%	27-36	1-1.5	7-9

Implementation of the Individual Planning Component

Each counselor is responsible for delivering the services involved in this component for hisor her assigned caseload (i.e., grade level, team assignments, or alpha range.) At our school we have three 6th grade teams, three 7th grade teams, three 8th grade teams, and three counselors. Each counselor is assigned to a team at each grade level. In planning the yearly calendar, all counselors are involved in planning the activities for the individual planning component. However, each counselor has the flexibility of delivering the information according to his/her own teaching styles. Guidance session plans are shared among the counselors with the freedom of changing the plan or creating their own. Scheduling their classroom presentation is the task of each counselor. However, a common topic with comparable objectives is presented by all counselors within a common time frame.

Priorities

There are different subject priorities at each grade level for individual planning. For the sixth grade, transition and adjustment to middle school is the priority. In the seventh grade, the priority is more generalized: focusing on applying the skills of goal setting, study skills, organizational skills, and decision making. Career planning, educational planning, and transition planning to help school activities are the priorities set for the eighth graders.

The transition plan for the sixth graders actually begins while they are fifth graders. Middle school counselor activities in this transition unit include

- Meet with fifth grade teachers
- Visits to elementary school
- "Elective Nights" at the middle school
- August "Open House" at the middle school
- "Howdy Visit"

• Making It In Middle School Unit

The first step in this plan begins with the middle school counselor contacting the elementary school counselor. This first contact involves determining the date that is convenient for the middle school counselors to come to the elementary school to visit the fifth graders. Arrangements are also made for the middle school counselor to *meet with the fifth grade teachers* to discuss the procedures for pre-registration, to give them copies of the registration card, and to supply them handouts for the students. This is a good time for the counselor and the teachers to discuss the concerns that the fifth graders are having about coming to middle school. This meeting is scheduled before the middle school counselors come to the elementary school to talk with the 5th graders. One transition activity used at this time is for the fifth graders to write letters to sixth grade classes at the middle school to ask questions and express any concerns they may have about coming to middle school. After receiving these letters, the sixth graders answer them and replies are returned to the fifth graders.

The middle school counselors visit the elementary school to talk with the fifth graders. (Our school has five elementary schools that "feed" all or part of their fifth grade students to our middle school.) Two or three sixth graders also accompany the counselors. A special effort is made to choose students who were fifth graders at the school being visited. The fifth grade students are told about the courses that they will take in the sixth grade and each elective is described. The agenda includes a slide or video presentation that includes scenes of the middle school facility. As this is presented, the counselor narrates and points out areas of special interest to the fifth graders. The areas of the most concern for the fifth graders are always the lockers, and the dressing rooms and showers for P.E. After the media presentation, the counselors have a question-and-answer time with the students. The questions may be addressed to the counselor or one of the sixth grade students. It is important to mention here that the sixth graders who are chosen to accompany the counselors have been briefed as to the type of questions that may be expected from the fifth graders, and are given suggestions as to how to answer the questions appropriately, tactfully, and honestly.

After the counselors leave, the fifth grade teachers give out the pre-registration materials to their students. The students take these materials home and the parent and child discuss the courses for the sixth grade and choose the student's elective. These pre-registration documents are returned to the middle school and the fifth graders are then considered "registered" for the next year.

During this "pre-registration week" for the fifth graders, "*Elective night*" is held at the middle school. Fifth graders and their parents are invited to come and enjoy presentations from the sixth grade elective classes. After the presentations in the cafetorium, guests are invited to visit the elective classrooms.

The week before school starts the middle school has an "*Open House*" for sixth grade students and their parents. By this time the master schedule is complete and a schedule of classes has been made for each sixth grader. Invitations are mailed to students and their parents. On this evening the new students and parents are introduced to the teachers on "their" team. After this short program, the visitors are given maps, copies of the students' schedules, and they are invited to tour the school. Parents help their children locate their classrooms. This is not a time for individual parent/teacher conferences and this is explained in the opening agenda.

During the first week of school the counselors visit each sixth grade classroom during an advisory period for a "Howdy Visit." Counselors welcome the sixth graders with some ideas for being successful in middle school. Emphasis is placed on having good study habits. The counselors

review the role of the counselor and counseling services at middle school. Time is allowed for questions and answers. Before the counselors come to the classrooms, the teachers have students write down questions they want answered. This procedure helps in planning the "Visit" and makes it meaningful to the students.

During the first four weeks of school the counselors present a guidance lesson on, "Making It At Middle School." This lesson is the first lesson in the transition unit described previously.

In past years, fifth grade students came to the school in the spring to tour the facility. While this is an important part of the transition process, the large numbers of students from each school, the larger number of elementary feeder schools for each middle school, and transportation expenses have made this is no longer feasible in Northside.

The seventh grade Individual Planning Activities have broader focuses. The topics generally include activities which help students analyze and improve their use of skills in:

- Goal setting (immediate, intermediate and long term)
- Studying
- Organization
- Decision making
- Taking advantage of educational opportunities
- These activities are in addition to the perennial guidance provided in achievement interpretation, and pre-registration for the eighth grade.

There is a definite emphasis on career exploration and transition planning for the eighth grade. Activities for this grade include

- Pre-EXPLORE orientation
- EXPLORE test results interpretation
- A Career? Why do I need one?
- A Career? What do I want to do?
- A Career? What do I need to do it?
- High school 4-year plan
- High school pre-registration
- High school orientation

The objective of this unit is to assist eighth graders in preparing for and making a smooth transition to high school. Eighth graders have similar anxieties about moving on to high school as the sixth graders have about their transition to middle school. Eighth graders are just better at hiding it! Remembering this helps in planning our sessions for the eighth grade. One of theimportant guidance activities for the eighth graders is having them write their concerns about high school and having high school students come for a visit and answer the questions.

Other activities in the individual planning component include the administration of tests for students at each grade level, pre-test orientation, and the interpretation of the test results.

Test interpretation is a part of individual planning that can be shared with the classroom teacher. The counselors provide inservice training for the math teachers on the interpretation of the test scores. Who is better in interpreting the mathematical data to the students? The results of the tests are then given to the students by the math teacher. Besides the advantage to the counselors of having classroom teachers share this responsibility, the students see the application of some of what they are taught in math to real-life. This helps validate math as a necessary part of their learning for life. The teachers are also available to answer their on-going questions about their individual results.

Students share their test results with their parents.

Coordination of appropriate test administration is part of the individual planning component. In the fall, sixth graders take the Cognitive Abilities Test and eighth graders take the EXPLORE test, an educational and career development assessment. Students at all three grade levels take the Texas Assessment of Academic Skills in the spring.

Pre-registration at all three middle school levels is held in the spring of the year. The high school counselors come to the middle school to pre-register eighth graders for high school, and, as described previously, the middle school counselors go to the elementary schools to pre-register fifth graders for middle school. The middle school counselors visit sixth and seventh students in their classrooms to discuss courses for the coming year and to explain the elective choices. "Elective Night" is held on two different evenings during the pre-registration period.

One evening is for the fifth grade students and their parents; the second evening is for the "upper classmen" and their parents are invited to visit the elective classrooms and see the electives "inaction."

Before school starts in August, there is a 2-day registration period for students new to the district. The dates are common district-wide for middle school registration. This registration is held in the library with various "stations" set up for efficient registration. Teacher volunteers help with this process so counselors are free to consult with new students and their parents. Other support personnel in the school and the district are also part of this process. The special education coordinators are present to assist in enrolling students who require special education services. The P.E. department representatives are there to sell uniforms to those who wish to purchase them at that time. Representatives from the electives are there to answer questions about their courses. Personnel from the district transportation department are there to provide bus information. In our fast growing district, the registration process is on-going; however, these two days are the only days that the comprehensive support is there.

Responsive Services

Through responsive services some of our students are assisted in solving immediate problems that interfere with their healthy personal, social, career, and educational development. These services may include counseling individuals, small groups, and crisis counseling. Consultation services are provided to parents, teachers, and others concerning the personal and educational needs of students. The main focus of this component is to provide a continuum of interventions to assist students with problems that are interfering with their healthy emotional development.

The majority of the district's counselors' time is spent in this component. At the middle school the recommended time for counselors to spend in these activities is:

Level	Percent	Days/ Year	Hrs/ Day	Activity Slots/Wk
Middle School	40-45%	72-81	2.75-3.25	19-21

If counselors do not plan their time wisely, this component can get out of balance very easily.

Small groups are encouraged because the needs of more students can be met.

Interventions

Individual

Students may request to see their counselor by asking their classroom teachers for permission to leave class. It is common practice for teachers to grant these requests. The most appropriate time for a student to self-refer is during the student's advisory time. Students may also come to the counseling office before school and after school. If a counselor is out of the office or in a previously planned activity, the student signs a "Request to See Counselor" form, and the counselor sees the student as soon as possible. (See Appendix 3-D) It is very important for a counselor to meet these requests immediately to possibly prevent more serious problems.

Teachers often refer students to the counseling office when they observe emotional problems or stress in students. Parents ask counselors for support for their children when there are family crises. Rules of confidentially are always practiced. It is important for school counselors not to get caught up in the "therapist syndrome." When students have serious emotional problems appropriate referrals should be made for the student instead of spending frequent and extended time in the counselor's office.

Small Groups

Small groups counseling is an effective way to help meet the needs of students withcommon concerns. Middle school-aged students are "groupies": they tend not to be individualists, but want to be associated with a group of their peers. Small groups are a good means for intervening in personal and educational problems.

During their Advisory period, students are given a survey as to what group topics they perceive as most needed for their grade levels. (See Appendix 3-E) Using the results of this survey, counselors have data to use all year in planning group topics and in identifying students to be in the groups. Teachers are also good resources for identifying students for small groups counseling, especially for the "Success in School" groups. Administrators also request or suggest students who have multiple office referrals and who might benefit from group counseling.

After identifying students to participate in the groups. Counselors interview each student, explain why they are invited, and what they can expect from the group experience. Then, permission of the parent is sought.

To be most effective, small group sessions typically number 6 to 8 students. The duration of the groups is approximately 6 to 8 weeks. Groups meet in available classrooms, conference rooms, or small meeting rooms. Whether students sit around a table or in a circle of chairs depends on the situation. For instance, during the first few sessions, a table may be good for students to feel "safer."

During the first session, the group establishes its "ground rules," including the rules of confidentiality and the "permission to pass" rule. After the guidelines for the group are established, energizers help the group members get to know each other better. Before the first group ends, the time and place of the next group meeting is established.

Some of the topics used for small groups in the middle schools are

- School Survival and Success
- Divorce in the Family

- Making and Keeping Friends
- Handling Bullies
- Learning To Be Assertive
- Grief
- Anger Management
- Stress Management
- Feeling Good About Yourself

Crisis

Specific guidelines have been established in our school district to help administrators and counselors manage large-scale crises. This crisis plan outlines a process for planning the response and for involving teachers. It also provides for the support of other counselors in the district if needed.

Consultation

Parents

Counselors consult with parents in matters concerning their children. Often parents will contact counselors about family crises, personal problems, or education problems involving their children. Parents rarely make appointments, they prefer to drop by the counseling office. Counselors see parents as soon as possible; often this entails setting appointments.

Teachers

Regularly scheduled consultation with teachers at schools with academic teaming occurs weekly. Counselors meet with "their" team to discuss the progress of students on the team. Counselors offer ideas for interventions and modifications for students who are having academic or social problems. Teachers give reports of observations of students' progress. Counselors ask for teachers' input regarding timely guidance lessons and needs for small group sessions.

Others

Other professionals on the campus also consult with counselors regarding the needs of students. Administrators, school psychologists, and special education specialists are among those who often consult with counselors in meeting the educational and emotional needs of students. It is imperative to respect the confidentiality of students during these interaction with others in the school.

System Support

The System Support component includes activities that support other programs in the school and district. The following outlines the appropriate amount of time for the middle school counselors to spend in this area:

Level	Percent	Days/ Year	Hrs/ Day	Activity Slots/Wk
Middle School	15-20%	27-36	1-1.5	7-9

Without *very* careful planning this component too can become over-weighted, creating an

imbalance in the guidance program. Besides careful planning, counselors work to "protect" their time and avoid being assigned tasks that are not within their program.

Counselors use the table of "Recommended PRIORITIES for Allocation of Guidance Department Resources in System Support Services." (Appendix 3-F) Some tasks that have been assigned to them may be delegated to, or shared by, others in the school. An example of this is "#27 Schedule Changes." Time spent in this activity can be greatly reduced by allowing teachers on Academic Teams to change the schedules of students on their teams as they wish. They use standardized forms and submit them directly to the data processing secretary. Special education coordinators make changes in schedules for special education students. The teachers and others have copies of the master schedule so they have the necessary data available to make the changes. Another example is, "#26 Test Administration." After counselors provide inservice to team teachers, teachers plan the testing schedule for their students. This empowers the team teachers by allowing them more control over their time, by creating better working relationships, and by accomplishing the task.

Middle School Counselors keep in mind that our time is to be spent in activities that allow us contact *with* students, not *about* students.

EVALUATION

Evaluation of the guidance program is an on-going process. After guidance activities are presented each counselor evaluates the effectiveness and shares it at a staff meeting. This is important for maintaining a high quality program. At the end of the year a random sampling of students at each grade level is asked to fill out an "End-Of-The-Year Survey," to give the counseling department feedback regarding program activities. (See Appendix 3-G) Evaluations are also given to the teachers for their input as to effectiveness of the guidance program. Teachers are asked not to write in their names. (See Appendix 3-H)

POINTS TO PONDER

The Comprehensive Guidance Program is an effective program for middle schools as determined by evaluations from the students, teachers, administrators, parents, and counselors. Parents are not regularly given any formal evaluation tool, but they express approval and encouragement.

When the Counselors Guidance Program was first introduced in the District, there were counselors who opposed the "new" program. They were convinced that this would never work. Many felt that there was just no way that they could do all that was expected. Afterbeing led step-by-step through the developmental process, being educated in the methods of implementation through inservices, workshops, and consultations with counselors already working in a program, they have since accepted the program and are implementing it successfully in their schools. Administrators and teachers need to be informed continually about the *Framework*. This is accomplished through staff development programs. Parents are informed of the program through P.T.A. meetings, "town meetings,"and district or school newsletters.

The implementation of this "new" program was not an expensive process. Hopefully, school counselors have always been doing many of the activities involved; however, by following a *Framework* they plan more efficiently, use their time more effectively, and set priorities on activities

NISD Guidance Department CALENDAR for 1995 - 1996
Campus: Jordan Middle School

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE
August	Program Planning Howdy Visits 6-7-8 Classroom Guidance Survey	Registration 6-7-8 TAAS Results 6-7-8	Parent Consultation Teacher Consultation Individual Counseling Crisis Counseling Team Meetings	Schedule Changes Staff Development Recordkeeping ARD's (New Students)	Campus Inservice
September	Making It In Middle School - 6 Goal Setting 7	Pre-COGAT Orientation Pre-EXPLORE Orientation	Parent Consultation Individual Counseling Sm. Group Survey Team Conferences	Schedule Changes Teacher Test Inservice Recordkeeping At-Risk Services 504 Services Building Test Coor.	
October	Goal Setting 8	Thinking Ahead to High School	Parent Consultation Individual Counseling Crisis Counseling Sm. Group Counseling Team Conferences	Recordkeeping ARD's (as needed) At-Risk Services 504 Services Initial Referrals (SE) BTC Activities	Campus Inservice 49
November	Staying Motivated for Success in School -6 Taking Advantage of Educational Opportunities 7 -8	EXPLORE - Interpretation of Test Results - 8 COGAT Test Results A Career? Why Do I Need One? - 8	Individual Counseling Parent Consutations Small Group Counseling Team Conferences	Recordkeeping ARD's (as needed) At-Risk Services 504 Services Initial Referrals (SE)	
December	Handling Bullies & Troublemakers - 6 Anger Management - 7	Setting Goals for Success in School 6-7-8	Parent Consultation Individual Counseling Crisis Counseling Small Group Counseling Team Conferences	Recordkeeping Ard's (as needed) At-Risk Services 504 Services Initial Referrals Semester Rotations	
January	Getting Along - 7 Anger Management - 8 71	4-Year Plans for High School - 8	Parent Consultation Individual Counseling Crisis Counseling Small Group Counseling Team Conference	Meet W/High S.Counselors Recordkeeping Ard's (as needed) At-Risk Services 504 Services Initial Referrals	72

Appendix 3-A

NISD Guidance Department CALENDAR for 1995 - 1996
Campus: Jordan Middle School

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE
February	Anger Management-6 Trouble In School? - 7	A Career? What Do I Want To Do? -8 Goal Setting Follow-up 6 - 7	Parent Consultation Individual Counseling Sm. Group Counseling Team Conferences	Recordkeeping ARD's (as needed) At-Risk Services 504 Services BTC Activities Intitial Referrals	Campus Inservice
March	You Can Say No!- 7 Peer Pressure - 8	A Career? What Do I Need To Do to Have One? - 8 High School Counselors Visit - 8	Parent Consultation Individual Counseling Sm. Group Counseling Team Conferences	Recordkeeping ARD's (as needed) At-Risk Services 504 Services BTC Activities Initial Referrals	
April	Manners Are Important! - 6 You Can Say No!- 8	Elementary Visits - 5 Pre-registration 6 - 7 High School Orientation - 8	Parent Consultation Individual Counseling Sm. Group Counseling Team Conferences	Recordkeeping ARD's (as needed) At-Risk Services 504 Services BTC Activities	
May	We've Made It! - 6 Being Responsible - 7	Pre-TAAS Test Visits 6-7-8 Summertime Opportunities 6-7-8	Parent Consultation Individual Counseling Sm. Group Counseling Team Conferences	Recordkeeping ARD's (as needed) Report Cards Mailed Summer School Reg.	
June	Program Evaluation	Program Evaluation	Program Evaluation	Recordkeeping Promotion/Retention Activities	Counselor Inservice
July					

Jordan Middle School
Guidance Department

Appendix 3-B

CLASSROOM GUIDANCE SURVEY

During the school year your counselor will be teaching guidance lessons in your classes. Below is a list of topics that may be offered. Please make a check by the topics that interest you most. You may check as many as you like.

_____ Making More Effective Decisions

_____ Getting Along With Teachers

_____ Thinking About Careers

_____ Communicating More Effectively

_____ Better Communications With My Peers

_____ It's O.K. To Be Smart

_____ Goal Setting

_____ "Making It" In Middle School

_____ Staying Motivated for Success in School

_____ Handling Bullies and Troublemakers

_____ Managing Your Anger

_____ Getting Along With Others

_____ Taking Advantage of Educational Opportunities

If you have some other ideas for topics for guidance lessons, please write them below:

_____

_____

_____

Thank you for your input! We'll be visiting your classes for our first lesson soon.

Your counselors,

Mrs. Bailey
Mr. Ely
Mrs. Healy

COUNSELOR EVALUATION OF THE EFFECTIVENESS OF A GUIDANCE PROGRAM ACTIVITY

1. Guidance component _____

2. Subject of lesson _____

3. Objective of lesson _____

_____

4. Grade level _____

5. Materials used _____

_____

6. What would you change for the next presentation _____

_____

_____

7. Overall evaluation of the activity: (1 as highest rating)

1 2 3 4 5

JORDAN MIDDLE SCHOOL
Guidance Department

Request to see a counselor

Name: _____

Date: _____ Time: _____

Team (Please circle your team):

6.1, 6.2, 6.3, 6.4

7.1, 7.2, 7.3, 7.4

8.1, 8.2, 8.3, 8.4

Please check one below:

_____ Personal _____ Schedule Problem _____ Need Information

Jordan Middle School
Guidance Department

Appendix 3-E

SMALL-GROUP COUNSELING SURVEY

A school counseling group consists of 8-10 students who meet once a week for 45 minutes. Groups will meet to learn various life skills. All students can benefit from learning how to be more successful in school and learn to apply important life skills to their everyday life.

Students can learn from one another and enhance their self-concept in a small-group setting.

Below is a list of topics that may be offered. Please make a check by the topics that interest you. You may check as many as you like.

If you are interested in being part of a group, please contact your counselor.

_____ Stress Management

_____ Divorce in the Family

_____ Substance Abuse

_____ Handling Bullies

_____ School Survival and Success

_____ Making and Keeping Friendships

_____ Learning to Be Assertive

_____ Anger Management

_____ Feeling Good About Yourself

_____ Grief

If there are any other topics that you are interested in that are not listed here please write them below.

_____

_____

Your name _____

What team are you on? _____

RECOMMENDED PRIORITIES FOR ALLOCATION OF GUIDANCE DEPARTMENT RESOURCES IN SYSTEM SUPPORT SERVICES:

MIDDLE

1. Consulting/conferencing with staff/parents
2. School Advisory Team
3. Special Ed. Initial Referrals
4. Student referrals to special programs/specialists
5. Transition Activities
6. Pre-registration
7. At-Risk: Student Identification
8. New students
9. "504:" Student Identification
10. Parent education
11. Test interpretation
12. Migrant Ed: Identification
13. Career Ed: Curriculum Infusion
14. Vocational program information dissemination
15. Curriculum planning
16. At-Risk Service provision
17. Staff Development
18. Voc Ed: Application distribution
19. Migrant Ed: Service provision
20. ARD meetings
21. "504:" Service provision
22. Voc Ed: Community involvement
23. Career Ed: Community involvement
24. Voc Ed: Data collection
25. Recordkeeping
26. Test Administration
27. Schedule changes
28. Parent involvement activities
29. At-Risk Coordinator
30. Building Test Coordinator
31. "504" Coordinator
32. Master Schedule development

END-OF-THE-YEAR SURVEY

We've had a great school year! Would you please complete this survey for your counselors.

Your grade this year _____ 6th _____ 7th _____ 8th

Refreshing your memory with the list below, please put a #1 by your favorite guidance session, and a #10 by your least favorite guidance lesson.

6th

_____ Howdy Visit!
_____ School Survival and Success
_____ Making It In Middle School
_____ Meeting, Making, and Keeping Friends
_____ Trouble At School
_____ Goal Setting

7th

_____ Howdy Visit!
_____ Taking Advantage of Educational Opportunities
_____ Making Effective Decisions
_____ Goal Setting
_____ Getting Along

8th

_____ Howdy Visit!
_____ Goal Setting
_____ Taking Advantage of Educational Opportunities
_____ Decision Making
_____ Anger Management

_____ Yes _____ No Did you come to the counseling office this year? If your answer is "Yes," was it for:

_____ Personal Problems
_____ Schedule Problem
_____ Other reason
(You may chose more than one answer)

Please make a comment if you think of a way that the counselors could offer more for students than they offer at the present time.

_____

Thank you for completing our survey. Have a good summer!

END-OF-THE-YEAR FEEDBACK FOR THE GUIDANCE DEPARTMENT

1. How could the guidance department better help students?

2. How could the guidance department better help teachers?

3. What do we do that you wish we did not do?

4. What do we do that you wish to see continued?

5. Please rate the guidance department's overall effectiveness with student during this school year. Please provide comments to clarify your choice.

   _____ Exceeds expectations

   _____ Meets expectations

   _____ Below expectations

Chapter 4

IMPLEMENTING THE COMPREHENSIVE GUIDANCE PROGRAM IN THE HIGH SCHOOL

Lou Williams

The high school guidance program is built on the same foundation begun at the elementary level and continued at the middle school level. All potential activities and services must be measured against the design of the program. The ultimate desired outcome is that all students will leave school having developed the responsibility for continuing their own personal, social, emotional educational, and career development. They will know where they are going, what skills they need to get there, and how to work effectively with their families, their friends, and others during the journey.

Planning and the Yearly Calendar

As in the other two levels, planning is essential to the high school guidance program. Working as a team, the counseling staff plan the major guidance activities for the year. (Appendix 4-A) Planning actually begins with the evaluation of the previous year's program. During the end-of-year evaluation of the overall program, the counselors consider modifications in timing or content which might be desirable. Potential changes which involve teachers and others may already have been discussed with those people at the time the lesson or event was "wrapped-up." After considering all the available data, the Head Counselor - who works eighteen days longer than the counselors - develops a tentative guidance calendar for the coming year. This process includes coordination with the Principal, Vice Principal, and other instructional leaders, such as department coordinators and teachers developing new curriculum. When the other counselors return to work two weeks before the teachers, they bring new ideas and information gained during the summer, review the proposed calendar from the Head Counselor, and make decisions for the calendar. These decisions include program goals for the year, what activities will be used to meet the goals, when to do each activity, and what resources will be needed. Planning includes charting all services and activities by component so as to strive for the desired balance among all four program components. A chronological listing of guidance program activities is also developed and given to all faculty and staff at the beginning of school. These two pieces assist the counselors in developing their individual calendars to meet responsibilities within the program balance, including weekly staff meetings for communication and planning. Student needs, those noted through assessment or because of events which occur during the year, may dictate changes in what is planned, but these rarely cause major modification or limiting of the program.

Since every large group activity and many small ones involve space and facilities normally used by someone else, as well as students assigned to someone else, making timely decisions is essential to program development and maintenance. For example, before school started this year, the counseling team decided during "calendaring" to use the guidance information system on computer to introduce the concept of a personal portfolio to ninth grade students this spring. Sharing these plans with English teachers in their beginning-of-year planning meetings opened the door for them to begin planning a sequence of resume, personal narrative, and other related writing assignments across all four grades. By next year, they will have completely revamped their research

sequence to incorporate a developmentally appropriate career planning focus in each grade. Similar communication with Microcomputer Applications and Computer Math teachers resulted in their deciding to use the computer data base of college and career information to teach the data base concepts. They will work with counselors to develop guidance lessons which teach students to apply what they learn.

Responsibility for initiating the tasks required to implement the year's program is divided among all counselors. (Appendix 4-B) Though the manner of dividing the tasks varies, counselors on all campuses plan, implement, and deliver services as a team to ensure even delivery to all students, as well as appropriate balance among all components, and to make the best possible use of human, material, and financial resources. At Clark High School, with input from the whole team, one to three counselors are assigned to initiate the organization and preparation for each planned lesson or activity. Teamwork among counselors also helps reduce time spent in system support activities which are outside the program boundaries and allows more efficiency in the activities which are necessary and appropriate, such as staff development, program development, parent involvement activities, and public relations. One counselor may consult with a planning group of teachers or parents to develop an activity but all counselors participate in the implementation.

Guidance Curriculum

The high school guidance curriculum continues the presentation of lessons and units which help students become competent in the seven areas of life skills as defined by the *STANDARDS FOR IMPLEMENTATION* of the *NORTHSIDE COMPREHENSIVE GUIDANCE PROGRAM*. In academic class-sized groups or small groups, guidance lessons are presented according to developmental priorities. Attention is given to student needs as defined on the local campus with input from parents, teachers, administrators, and the students themselves. For the high school level, it is recommended that 5 - 10% of the counselors' access time to students be allocated to the Guidance Curriculum component. Considering 175 seven-hour days, that allocation translates to 9 - 18 days per year, or 20 - 45 minutes per day, or 2 - 4 activity slots per week of 55 minutes each.

In the Clark High School program, motivation to achieve and responsible behavior are high priorities for ninth grade guidance lessons. When students in the transition from middle school to high school are asked what differences they notice between middle school and high school, they almost universally focus on the enlarged social arena and increased freedom in high school. Therefore, in order to assure successful academic achievement and social adjustment, guidance lessons are designed to emphasize the importance of maintaining their own motivation and managing their behavior and activities responsibly in the new environment. Using the story-telling device and group discussion, counselors show students the transcripts of "Tom Terrific," "Nancy Normal," and "Fred Failure." The story details vary from group to group, but students make valuable observations, such as the equal importance of grades in each of the four years or how it is possible for a "Fred Failure" to recuperate and graduate. Counselors teach the jargon of high school and put the "alphabet soup" of PSAT, SAT, ACT, TAAS, and PRC into proper perspective.

For tenth grade guidance lessons, the priority moves to decision-making, specifically in the area of career exploration and choice, with responsible behavior continuing as a strong second priority. In eleventh and twelfth grades, guidance lessons focus on the decisions necessary for post-high school planning, the need for increased personal responsibility, and the application of interpersonal effectiveness skills. With traditional activities such as checking students' progress

towards graduation, the goal is not just that counselors do it accurately, but that they teach students how. The counselors' role is not to find the scholarships for students but to introduce students to the necessary tools and to teach them how to use these tools to find scholarships and other financial assistance.

Teachers usually participate in guidance lessons in their classrooms and often do follow-up lessons after the counselors' introduction. Many of the material resources used in the high schooleducational and career planning guidance lessons are found in the Career Center, which is staffed by a paraprofessional Career Center Technician who also assists in the planning and delivery of guidance curriculum. As an example, tenth grade students take *PLAN*, a career interest, aptitude, and educational achievement assessment administered by tenth grade teachers. Several weeks before *PLAN* is administered to sophomores, counselors go to tenth grade English classes and discuss the objectives, content, and results that can be expected from taking *PLAN*. Counselors also stress the importance of both the interest inventory and career information that are on the test. After the results of *PLAN* arrive, counselors meet in the library with students from two or three World History or World Geography classes at a time. A short inspirational video concerning career choices is shown. Counselors then meet with their own students in small groups and discuss the video and the results of *PLAN*. The relationship between aptitude and interests is emphasized, as well as the relationship of careers to high school courses, part-time jobs, volunteer work, hobbies, and visits to the work place.

Soon after the library meetings, tenth grade social studies (World History and World Geography) teachers take the students to the Career Center and the library in order to complete a career research project based on each student's *PLAN* results. Students may then present their findings in a paper, a video, or some other vehicle of their choice. (Appendix 4-C)

The counselors and teachers work together to develop the objectives and procedures to follow when researching and writing the paper. Presently counselors and English teachers are collaborating on developing simulated interviews and writing resumes which will support and extend the students' research.

The next step is to invite parents of tenth graders to Sophomore Parents' Night, where counselors discuss the results of *PLAN*, the research project, the parent's role in goal-setting, and the latest job market trends. (Appendix 4-D) As a result of the series of guidance activities,students have a foundation on which to build as they choose eleventh and twelfth grade courses and prepare for post-secondary schooling and training.

Collaboration with teachers on curriculum is ideal. Drama students need real situations in which to gain experience creating and performing original scenes for real audiences. For example, they do an excellent job in illustrating rules from the *Student/Parent Handbook* with lively, humorous skits performed for freshmen. Administrators also collaborate with counselors in planning guidance lessons for orientation and transition to high school, helping to coordinate and teach orientation sessions for students and parents. University professors of teacher training classes need opportunities for potential teachers to become familiar with students and the high school setting. In a collaborative project coordinated by the Head Counselor, university students help high school students reduce math test anxiety and improve test-taking strategies while working on their math skills. They also learn and practice actively listening, a skill which will better prepare them to participate in the essential life skills development of students in their own classrooms in the future.

A variety of logistics are employed in the high school delivery of guidance lessons. Besides

instruction in individual academic classes and large audiences of several classes, guidance lessons are also taught in advisory periods by individual teachers. The advisory time at Clark High School is a twenty-five minute period in which students and teachers remain in their fourth period class beyond the fifty-five minutes assigned for instruction. A series of lessons and activities called *COUGAR CONNECTION* (designed to help freshmen and sophomores strengthen positive connections in school) are provided to be led once weekly by advisory teachers. Teachers are given orientation and training on the objectives and strategies along with a resource book developed by a group of teachers, counselors, and administrators. A schedule showing the sequence to follow is also provided. (Appendix 4-E)

Though counselors' caseloads in high school are determined by alphabetical division, most guidance instruction occurs in intact class groupings, whether singly or in several classes together, because that arrangement is least disruptive to the academic instruction. This means that some of the students a counselor works with are in someone else's caseload, a factor which is seen to contribute to a better understanding of the "program" concept by administrators, teachers, students, and parents.

Individual Planning

As students move toward the long-range goal of managing their own educational, career, personal, and social development, the Individual Planning component becomes increasingly important. Thus, in high school the counselor time allocation is 30 - 35%, 54 - 63 days per year, 2 - 3 hours per day, or 11 - 13 activity slots per week. The guiding of students in planning, monitoring, and managing their own development **may** take place one-on-one, but it is also done effectively in small groups or in academic class-sized groups. The skills which are taught in guidance lessons are extended and applied to individual goal-setting as part of an individual plan. Because it is a priority for all students to complete their secondary education, structured group individual planning activities are especially important at transition to ninth grade and transition beyond twelfth grade. Activities which are central to individual planning in high school, besides transition, educational planning, and application of the guidance curricula, are pre-registration for classes, registration of new students, standardized testing, special testing such as PSAT, SAT, ACT, and career/vocational planning. Because parents have primary responsibility for guiding their children and teachers have roles as advisors to students, providing necessary information and consultation to these two groups are also part of the counselors' responsibilities in this component.

Several of the activities through which students at Clark High School are assisted in makingand implementing plans begin with a review and update of guidance concepts introduced in the earlier two grade levels followed with their application in individual planning. Thus, in the "Junior Seminar," a one-and-one-half-hour session attended by students and parents, students review their earned credits and those remaining for graduation, the college admission process, and the importance of obtaining saleable skills. They also receive assistance in setting appropriate goals, utilizing information about future opportunities, and planning their individual pathways. The seminar is divided into two parts: a large group session in which general information is presented and a small group session in which each counselor meets personally with students and parents. By letter of invitation stating time, date, and place, each counselor invites 8 - 10 students (and their parents) per session, grouping them according to their five-semester GPA and course of study. (Appendix 4-F) The large, general portion runs about 20 minutes. Using a skit format with props, one counselor plays a counselor while the other counselors take roles as the career center technician, the registrar,

and students needing guidance. The skit imparts information about future options (college, vocational school, military, etc.), SAT/ACT dates, application and recommendation procedures, and financial aid. The remainder of the time is spent in small groups of students and parents with the counselor. (Appendix 4-G) In this session, students receive their GPA's and discuss class ranking and its relation to college admission. They check graduation requirement already met and those still needed. They discuss class selections for their senior year and how these enable them to achieve future goals. Computer print-outs of career information and educational institutions in which these students have previously expressed interest are distributed and discussed as are magazines, pamphlets, and brochures. Questions are answered and time is spent with each student in an informal yet informative session. At the conclusion, parents are asked to complete an evaluation of the seminar to provide information which the counseling staff uses to update and modify their session for the next year. (Appendix 4-H)

Another example is the Senior Conference. The objective is for students to focus on their post-secondary plans and the processes needed to get where they wish to go. As a part of the four-year individual planning process, this conference is the culmination of counselor group visits with the students (ninth grade goal-setting sessions, tenth grade career planning, eleventh grade graduation status and planning update). Planned to take place over a three-day period, this activity calls for seniors to come to the library during their English classes (no more than two classes at a time) and immediately divide into groups alphabetically by counselor. The counselor leads the group through different "stations" that address the following areas:

1. After-school options - overhead screen in library area
   - 2 year/4 year programs
   - Trade/Tech/Apprenticeship programs
   - Military service
   - Work world
2. Transcripts - Registrar's office
   - Who the registrar is and her duties/time lines
   - How to request/why you'd need one/costs
   - What the transcript means, i.e., legal document, permanent
3. The Career Center and its opportunities
   - A quick trip through the different areas and a reminder to use this resource
4. Financial aid video (with handouts)
   - A good overall video that explains the kinds of aid
5. Group discussion with the counselor

Students move rapidly through the first four stations and spend the bulk of the hour in smallgroup discussion. Here the student receives a copy of his/her transcript with class rank and GPA. Students are guided to consider this information and how it might be used by a potential employer or an admissions person, how to request letters of recommendation, and plan application letters and essays. They are guided in updating the data they provide counselors about themselves to assist in individual planning. Counselors answer individual student questions about their planning, a process in which students learn both from the counselor and from each other, and counselors encourage follow-up visits from individual students for additional guidance.

Responsive Services

As in the elementary and middle school levels, many of the needs or problems which interfere or threaten to interfere with the healthy personal, social, career, or educational development of students in high school are predictable. It is recommended that, as in the two other levels, 40 - 45% of the high school counselors' time be spent in responsive services. Through campus and community assessment of needs and goal-setting, the counseling team seeks to identify the priority topic areas and students in need of intervention, and then to plan who will respond, when, and how. Communication and consultation between the counselors and teachers, administrators, and others is an important part of that process. The referral form used is displayed in Appendix 4-I.

Response to student needs is both more efficient and more effective when it is part of a program because the counselor can be proactive in choosing individual counseling, small group counseling, or some other mode. For example, through small group counseling and other planned activities, counselors help address the need for a sense of connection or someone to listen. During registration of new students during the summer and the week just prior to school's beginning, Student Council leaders greet new students while they wait to see counselors, taking them oncampus tours in small groups. Counselors give each new student a coupon to redeem in the cafeteria during lunch the first week of school. The Student Council leaders have a table at which they greet students with coupons, redeem the coupons for prizes donated by nearby merchants, and give all newcomers the opportunity to register for a drawing for a larger prize at the end of the week. Stopping by the table gives new students someone to talk with as they enter the cafeteria, eliminating that dreaded "no one to eat with" fear which is universal with new students. Students' perception of the counseling staff and the rapport which results from such activities is helpful when individual counseling is needed.

Clark counselors facilitate small counseling groups based on expressed or demonstrated needs of individual students. Some of the issues addressed are academic success, career and educational choices, study skills, substance abuse, divorce, loss and grief, multi-cultural adjustment, and coping and relationship skills. Students are referred by their counselors, administrators, teachers, parents, and peers, or they self-refer. Potential participants are then interviewed by the counselor who will lead the group to assess the student's appropriateness for group counseling. Some issues pertinent to making that judgement include determining the student's likelihood of honoring the norm of confidentiality, attendance (can this student miss class for group sessions?), level of functioning, and a willingness to identify problems and work on them.

The logistics of scheduling groups can be complicated. Group meeting space is shared and must be scheduled, and the students must be sent passes so that they may be released from class. Since it is important to minimize any effect on academics, groups meet on a rotating schedule so that each of their six classes will be missed only once in the 6-week grading period. It also is important that teachers recognize that counselors value what goes on in the classroom and are attempting to help students become better able to take advantage of opportunities by improving their level of functioning. Parents are asked to give permission for their child to participate, (Appendix 4-J) and students are asked to assess and evaluate their group experience at the end. (Appendix 4-K)

At Clark, one counselor coordinates the Special Needs and Addictions Program (SNAP)

note to any unusual behaviors as they move around the campus.

For example, recently the ten-year-old brother of a girl on the volleyball team was killed in a car wreck. Driving the car was the boy's uncle, who is also the father of another volleyball team member and the uncle of two other Clark students in another family. For each of these students and their closest circle, this death and the serious injuries of the driver caused grief and trauma. Counselors met with many of them in small groups to discuss their feelings and guide them to understand the stages of grief. In the subsequent weeks, some needed additional counseling, and several are now participating in on-going grief groups, partially because of this grief experience, and also because it has reopened other grief experiences.

System Support

Defining and limiting the System Support role in the high school program is a challenging task. Often perceptions exist in which counselors are viewed as quasi-administrators "without a specific assignment," and much of the successful restructuring of a program depends on changing those perceptions. The recommendation is that high school counselors spend 10 - 15% of their time in system support activities which are guidance-related, and none of their time in those which are non-guidance tasks. Appropriate are those activities required to manage the guidance program, such as (1) developing and implementing procedures for handling crises or ethical dilemmas, (2) staff development to teach counselors and guidance department paraprofessionals to use a computerized career guidance program, (3) determining what materials to buy from the allocated budget, and (4) planning for facilities and equipment needed to add or modify guidance program activities.

Counselors themselves are an important key in moving toward eliminating non-guidance tasks from their jobs. When counselors are resistant or uncomfortable with any of the six basicroles, it is more difficult for teachers, administrators, students, and parents to understand and accept the program itself. Two system support tasks - supervision and evaluation of counselor performance and program development and improvement - can help reduce non-guidance tasks. The head counselor is the primary supervisor and evaluator of the high school counselors. In the performance evaluation conference, each counselor and the head counselor review individual performance and share feedback. Throughout the year, all counselors guide program evaluation. Shortly after each activity, each one writes evaluative comments while the experience is still fresh. Activities involving parents, as well as those involving teachers and students, include an evaluation form to be completed. This feedback is used in both short- and long-range planning. As the year ends, the counseling team measures the guidance program against the program standards to decide what areas need strengthening as they develop program goals for the coming year. (Appendix 4-P)

Information from the performance evaluation and program evaluation processes is important for setting individual growth goals. Factors to be considered are (1) what skills, knowledge, or other changes the counselor needs in order to fulfill all the roles better in individual performance next year; and (2) what skills, knowledge, or other changes the counselor needs in order to help the team meet next year's program goals. As counselors improve their own performance and the guidance program, parents, students, and the other members of the school staff become more likely to understand and accept counselors doing the appropriate counselor roles because they see results. As that happens, the counselor is less likely also to be perceived as the "pinch-hitter" for others'

which provides counseling services for students whose lives are negatively affected by alcohol or other drugs. Among the services are a variety of prevention activities, individual and group counseling, and support groups. (Appendix 4-L) At each of the Northside high schools, the SNAP counselor has some type of teacher advisory committee, student action committee, and parent involvement committee. Because of the goal of meeting the transition needs of ninth graders, the SNAP counselors visit each ninth grade advisory soon after school begins. They discuss chemical use and other problems the students encounter, explain the ways in which counselors can help students, and ask each student to complete a survey regarding possible group membership. (Appendix 4-M) Each school has a minimum of three categories of groups:

CONCERNED KIDS, a group for students who have experienced problems or have concerns about someone else's alcohol or other drug use. The person using or abusing may be a parent or other relative, or a close friend.

INSIGHT, a group for students who are experiencing problems as a result of their own alcohol or other drug use or are interested in learning about this topic.

RECOVERY, a group for students who have abused alcohol or other drugs but have given them up (either on their own or as the result of a chemical dependency treatment program.) This group provides assistance and support to students who want to maintain their sobriety. (Appendix 4-N) Individual students indicate the seriousness of their intentions by developing a contract with the group.

Logistics and referral for these groups are done in much the same way as previously described. (Appendix 4-O)

Also providing responsive services in the high school are mentoring programs and the campus crisis intervention plans. Clark currently has adult mentors from a major community business paired with students who are at risk of being unsuccessful. Each mentor and student meet once weekly in public areas of the campus, such as the courtyard, cafeteria, or library. Coordinated by a counselor, this program provides guidance to the adult mentors in developing positive, supportive relationships with their mentees.

A second mentoring project, also coordinated by a counselor, is the collaboration with university students. The university students serve as mentors for high school students unsuccessful in mastering the exit math exam, that is required for graduation. University students are matched with Clark students who have been unsuccessful at least once in passing the exam. They meet twice weekly in the library. Mentors work to establish rapport, evaluate the student's areas of weakness, and develop lesson plans for each meeting. Students and mentors are together for approximately ten sessions prior to the test, with an opportunity to evaluate the experience afterward.

In crisis intervention, in the case of a student death or other traumatic event involving students and the school community, procedures in place at each school provide distinct roles for teachers, counselors, and administrators in responding to the issues of the students, parents, and others in the school community. The Head Counselor and the Principal manage communication to teachers, students, parents, or the media (if necessary.) The first task after the occurrence is to prepare a brief narrative for the teachers including all the available facts of what happened. A counselor talks personally with each of the teachers of the student or students involved and visits each class of the student(s) throughout the day to explain in person what has happened, to allow students to ask questions and talk, and to look for particular students needing more assistance. Teachers are helped to respond to students and to identify those who need to see a counselor. Administratorspay particular

responsibilities.

The comprehensive guidance program approach has important implications for public relations. When others understand the program, they are in a much better position to make beneficial use of the services. Newsletters to students and parents, the yearly calendar provided forteachers, and letting other school staff know that counselors work on a schedule are some of the additional public relations strategies Clark counselors use.

The other broad area of appropriate system support includes services which indirectly benefit students by supporting other programs: transition and registration, career and technology education, testing, special education, parent involvement, at-risk student identification, school-based decision making, migrant education, and "504 committees." Counselors' roles in these services are providing guidance, counseling, consultation, coordination, and interpretation of assessment results.

Summary

Experiences at Clark suggest that having clearly defined goals, a counseling team that works in collaboration, and a head counselor to provide supervision and leadership are the combination necessary to developing and maintaining a comprehensive guidance program. A particular strength of the head counselor role is that the program and the counselors are supervised by a professional counselor, and the counselors are evaluated on their performance in appropriate roles and competencies. While effective head counselors may vary in their leadership styles, it is important that all counselors become comfortable with being led, with performing leadership roles in the team and among the school staff, and with evaluating both their performances and the program they provide. At Clark, through weekly staff meetings, the head counselor encourages the counseling staff to prioritize goals to achieve and concepts to teach, to identify attitudes needing modification, and to develop leadership strategies to implement the program. Counselors take turns leading meetings, thus giving each the opportunity to experience the various roles of group processes in decision making. Each counselor takes the lead in the major guidance activities whichhe or she organizes, from implementation to evaluation.

It is obvious that within this program model, lower counselor ratios will increase both the quality and the quantity of guidance provided to students. As students come to school with more and greater needs which impair their ability to achieve, guidance and counseling professionals will be challenged to provide more and more services. Demonstrating an ability to perform through a comprehensive guidance program is an effective way to insure that resources for counselors continue to be available.

Tom C. Clark High School

1995-96

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICE	SYSTEM SUPPORT
August	New student groups 9th Grade Rally	Prep Days Retention/Promotion New student activities	Welcome activities for new students	Coordination with Model Schools UTSA Mentor Program Sp. Ed. referrals Schedule adjustments Staff development activities on creating rapport in classroom Goal setting (program) Registration - new students
September	PLAN - Classroom guidance PSAT practice packets - 10,11 Senior conferences SNAP Counselor Curriculum for 9th & 10th advisories		New student groups TAAS remediation Schedule adjustments Counseling groups Substance abuse groups Parent-to-Parent network	Dual Credit coordination coordination Registration new students Diamond Shamrock Mentor Program PSAT/SAT prep information Top Notch coordination PTA consultation College & testing updates
October	Pre-PLAN assembly on potential Red Ribbon (Drug Awareness Week) Financial Aid Seminar	Scholarship nominations College Night	Counseling groups Parent to Parent New student groups	Bexar Co. Clearinghouse PSAT Coordination Recommendation letters Parent to Parent Scholarship/Award screening TAAS data coordination & collection Guidance planning PLAN coordination
November	Study skills: 9th Grade Guidance 10th Grade Guidance - PLAN Interpretation Career Center Orientation - 9th	Scholarship nominations	Counseling groups Counseling & consultation re: poor school performance Parent to Parent New student groups	SAT administration Recommendation letters Supervision Drug Awareness Planning

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Lou Williams, Head Counselor

Tom C. Clark High School

1995-96

	CURRICULUM	*INDIVIDUAL PLANNING*	*RESPONSIVE SERVICE*	*SYSTEM SUPPORT*
December	10th Grade Guidance PLAN Interpretation Study Skills	10th Grade Research TAAS/PSAT test Interpretation	Counseling groups Academic Intervention consultation Schedule changes	Recommendation letters VEDS Coordination with Model Schools & CEDE projects Coordination of mentors
January	Study Skills Groups Junior Seminars Financial Aid Application Seminar		Counseling TAAS non-mastery students Counseling groups Parent to Parent 9 th Grade Parents' Night	ASVAB AP Teachers' Coordination Interpretation of test data to faculty Supervision/Observation Coordination of TAAS remediation Registration information to teachers Coordination of mentors Attendance waiver committee
February	ASVAB Interpretation AP Classroom Orientation 10th Grade Evening Parent/Student Night		Counseling groups Parents program-PTA Advisory counseling for course choices Parent to Parent New student groups Counseling TAAS non-mastery-mentoring	AP coordination PTA presentation planning Faculty pre-registration orientation Drug Awareness Coordination with MS for HS transition
March	8th Grade Parent/Student Orientation Pre-registration 8th grade TABC Program - all school Community College & Career Day		Counseling groups Advisory counseling Senior failures - conseling and consultation Parent to Parent TABV program for parents	TAAS - data collection/ coordination Course Card selection Sp.Ed. consultations re: referrals AP coordiantion

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Lou Williams, Head Counselor

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Tom C. Clark High School

1995-96

	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICE	SYSTEM SUPPORT
April	Credential Title Ivy League Night Community College Day Preregistration- 9,10,11	Elective Fair	Counseling groups Advisory counseling 9, 10, 11	Supervision/Observation TAAS tutorial coordination Top Notch AP coordination College updates Attendance committees ACT administration
May	Planning and Course Selection Update TAAS Interpretation Post high school planning guidance for low achieving 12th graders Ivy League Night		Counseling groups Academic intervention and counseling	8th transition Meeting Staff development & evaluation conferences Graduation Test AP, SAT, TAAS administration VEDS College update Attendance comm.
June		New student conferences	Student couseling & parent consultation: Summer School course options	Evaluation & Planning Goal setting Registration - new students Attendance committees Make-up exams coordination
July			Student counseling & parent consultation: special needs options Retention/Promotion	Registration - new students Program planning

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Lou Williams, Head Counselor

Appendix 4-B

TOM C. CLARK HIGH SCHOOL

5150 De Zavala Road
San Antonio, Texas 78249

COUNSELING STAFF TASKS - 1995-96

Person listed is responsible for coordinating team, designating tasks; all team should contribute ideas, resources, and time.

Activity	Person(s)	Component
Welcome Activities	Gloria	RS
9th Grade Rally	Susan	GC,RS
New Student Groups	Jim	GC,IP,RS
Advisory Activities	Susan	GC,RS,IP
CAT Representative	James	SS
Diamond Shamrock Mentors	James	SS,RS
Senior Conferences	Ann,[Patsy]	IP,GC
TAAS Remediation Mentors	Lou	RS
PSAT/PLAN Preparation	Gloria, Susan	GC,IP
Career Center Orientation	Dorothy	GC,IP,RS
9th Grade Classroom Guidance	James,[Jim]	GC,IP
9th Parents' Night	James	SS,IP,RS
10th Grade Guidance: PLAN interpretation	Susan	GC,IP
Research	Gloria,[Lou]	GC,IP
DISCOVER	Susan,[Lou]	GC,IP
10th Grade Parents' Night	Jim,[Susan]	SS,IP,RS
11th Grade Portfolio	Susan,[Lou]	IP,GC
Substance Abuse Prevention Activities	Pat	GC,RS
Group Counseling Coordination	Ann	RS,GC
Parent to Parent	Lou,[Pat]	SS,RS
Junior Seminars	Jim,[Anne]	GC,IP
Financial Aid Services Coordination	Gloria,[Ann]	IP,SS
Preregistration	Lou	GC,IP,SS
8th Grade Students/Parents' Orientation	Susan,[Patsy]	IP,GC,SS
Elective Fair	Jim,[Gloria]	GC,IP,SS
Community College/Career Day	Gloria,[Patsy]	GC,IP
Ivy League Night	Ann,[Lou]	GC,IP
College Night	Susan	GC,IP
Challenge H.S. Coordination	James	IP,RS,SS
Connections	James	RS
ExPAN	Patsy	IP
Public Relations/Student Accomplishments	Gloria	SS
PTA Clark Connection	Gloria	RS,SS
Scholarships Coordination	Lou	SS
Clearinghouse	Susan,[Jim]	
Ford Salute	Gloria	
PTA	Lou	
Leadership Workshops/Awards(10th,11th)	Ann	SS
VEDS	Jim	SS
Dual Credit Coordination	Lou	SS
Evaluation Data Collection	Ann	SS
Test Coordination: TAAS	Lou	SS
PLAN	Susan	
PSAT	Jim	
SAT	Jim	
AP	Lou	
ASVAB	Jim	
ACT	Ann	
Non-standard Testing	Anne	
Graduation	Lou,[Janice, Dorothy]	SS

Appendix 4-C

CAREER RESEARCH PAPER

World History and World Geography classes

ASSIGNMENT:
Investigate a career using at least four sources, including your PLAN report as one source. Prepare a final presentation with an outline and a Works Cited page.

OBJECTIVES:

To actively search for information on a lifetime career.
To understand the assessment and suggestions provided in the PLAN report.
To practice using standard research methods.

PROCEDURES:

1. Notetaking form and methods are personal choice unless otherwise directed by the teacher. You may use 4 x 6 notecards, notebook paper, or highlighted copies.
2. Sources used should be listed on the Works Cited page. Directions for preparing this page are provided on a separate information sheet.
3. Final Presentation may be a written paper, a video, role play interview or other format approved in advance by the teacher. It should include:
   - Cover sheet
   - Topic outline
   - Final presentation
   - Works Cited
   - Notes
   - Rough draft (if written paper)

STEPS TO COMPLETE:

1. Choose topic.
2. Research sources in Career Center.
3. Use Library sources for research.
4. Write outline for presentation
5. Write rough draft (if final presentation is to be written paper)
6. Prepare final presentation
7. Prepare Works Cited page according to form provided.

CAREER CENTER AND LIBRARY DATES:
Each class will have one day in the Career Center followed by one day in the library. ***ATTENDANCE ON THESE DAYS IS CRITICAL FOR OBTAINING THE MATERIAL NEEDED TO FINISH THE PROJECT.***

GRADING: (determined by teacher)
DUE DATE(S): (determined by teacher)

TOM C. CLARK HIGH SCHOOL
Counseling Department

OUTLINE

Title - a phrase which relates to the career
[Sample: Playing with the Use of Money]

Introduction - should include the following:

OPENING STATEMENT - to focus attention
[*Sample:* *Getting paid to work with other people's money is one way to describe what an accountant does.*]

BRIEF SUMMARY OF STUDENT'S STRENGTHS AND INTERESTS AS INDICATED BY THE PLAN.
[*Sample:* *The PLAN report indicates that math and verbal reasoning strengths are important for careers in accounting and that my interests and aptitudes are similar to those of people who are successful in that field.*]

ADDITIONAL SUPPORTING INFORMATION FROM EXPERIENCE.
[*Sample:* *I have enjoyed working out a budget for my lawn service in order to upgrade my equipment while also providing myself spending money and hiring additional help when I get more business that I can handle*]

THESIS STATEMENT - sentence which indicates the major position in the paper.
[*Sample:* *In today's market, accounting is one of the most sought after careers, considered excellent preparation for many positions in the business world.*]

I. Job Description
   A.
   B.
   C.
II. Education and Training Requirements
   A.
   B.
   C.
III. Advantages
   A.
   B.
   C.

Conclusion - complete the presentation by discussing the lifestyle choices and expectations you have for yourself and the degree to which this occupation would most likely allow you to develop them.
[*Sample:* *I like to compete, to be challenged, and to "reach for the top." I am willing to work hard to reach goals, but I want financial resources and opportunities to play leisure sports, to travel, and to maintain a home in an interesting city. Accounting is a challenging, competitive career which develops valuable skills and experiences for today's business climate. The biggest challenge may be leaving time for the home and outside interests I desire.*

TOM C. CLARK HIGH SCHOOL
Counseling Department

Appendix 4-D

Tom C. Clark High School

5150 De Zavala Road, San Antonio, Texas 78249 (210) 561-5150

February 7, 1994

Dear Parents:

The counselors at Tom C. Clark High School would like to invite you to meet with us in the Clark auditorium for about an hour on *Thursday evening, February 17, at 7:00 p.m.*, to share information with you about helping your student to make plans for the future.

One of the goals of the guidance and counseling program in Northside is to help students throughout their school years accumulate knowledge about themselves and information about careers, future education, and training so that they are prepared for the next steps after graduation.

In October, tenth grade students took the Differential Aptitude Tests, which test aptitudes for various kinds of learning and also give the students an opportunity to report their interests and preferences in work activities and school subjects. In December, counselors met with students to show them their reports and explain how they may be used. In January, students in World History and World Geography classes used the Career Center and the library to investigate opportunities and educational requirements for careers of their choice. Beginning to focus on possibilities at this time allows students to make wise choices for the remainder of high school and to plan appropriately beyond graduation.

In our meeting with you, we would like to give you your student's DAT report and present some factors to consider in long-range planning for higher education. Although there will not be time for individual conferences, this will be a forum where you may ask questions about your student's planning for the next two years of high school. More immediately, in March all tenth graders will take the TAAS Exit for the first time; we will answer questions and give you information you can use at home to help your student be prepared.

We look forward to meeting with you. Please join us!

The Clark Counselors

James Brandenburg
Ann Cook
Susan Craig
Jim Davis
Bill Hill
Gloria Matthew
Julia Moore
Lou Williams

Tom C. Clark High School

Things I can do as a Parent

Listed below are activities by grade level that are suggestions for your son or daughter to complete. They will help you as you monitor school progress, graduation preparation, and steps related to career and educational choices.

9th Grade

- Begin an Information File
- Develop a systematic long-range plan of courses that will prepare your student for a career that suits his/her interests
- Review your student's progress in study habits and test-taking skills
- Discuss career plan/interests using the Career Center to gather information
- Encourage your student to commit and follow through in school and community activities oriented to academics and service
- Review and understand graduation requirements
- Review, discuss, and approve your student's 10th grade educational plan

10th Grade

- Discuss and determine whether your student will register and take the PSAT
- Review your student's DAT (and PSAT, if taken) results and how they relate to career and educational plans
- Check on availability of employer-related scholarships or other sources of financial aid at your place of employment
- Attend career fairs and college fairs
- Clarify, encourage, and reinforce with your student the necessity to make post high school plans
- Review, clarify, and approve 11th grade plan

11th Grade

- Discuss and plan with your student dates and registration for college entrance test (PSAT, SAT, ACT)
- Review DAT and other information with your student. Review information related to long-range planning
- Review with your student specific entrance requirements for post-secondary training programs he/she may wish to attend
- Review graduation requirements and be certain that appropriate credits are being earned
- Encourage your student to explore financial aid and scholarship opportunities
- Attend Junior Seminar at Clark
- Review your student's 12th grade plan

12th Grade

- Help your student organize and remember due dates on scholarships and other sources of financial aid
- Re-check graduation requirements with your student
- Provide information and support in completing financial aid forms in a timely manner
- Support and assist your student in developing credentials file to reflect student's participation, leadership, and honors received in high school
- Support and assist your student in making decisions relative to post-secondary plans and choices
- Encourage and help your student to proofread forms and writing before submitting

Tom C. Clark High School

Information file for Parents

Below is a list of items that your should keep in a file for your student. These items are important to keep because they help you to see your student's progress and the file is helpful for answering questions in that all of the information is in one place. The file is invaluable for adjusting to a new school or for application procedures related to post-secondary education or for entering the work place. Be sure to include dates on all items.

- List of Teachers
- School Activities Calendar
- Awards Received
- Class Schedule
- Four Year Career/Educational Plan
- Career Interest Materials
- Grade Reports
- School Correspondence
- Copies of Completed Applications (colleges, technical schools, etc.)
- Immunization Record
- List of Organizations/Clubs (in or out of school)
- Test Results (DAT, TAAS, PSAT, ACT, and SAT)
- School Handbook
- School Newsletters

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Appendix 4-E

COUGAR CONNECTION

Dates and Topics for Ninth Grade

August
Getting Started

August 24 - Rally

August 30 - Ice Breaker

September
Building Involvement

Sept 6 - Activities at Clark

Sept 13 - Getting to Know Each Other
or
Coat of Arms (dupicate or draw on board)

Sept 20 - Assembly in the Auditorium

Sept 27 - Trust is the Key

October
Communication

Oct 4 - A Look at Yourself

October 11 - Taking a Look at What You Are Saying

October 25 - Assembly in the Auditorium - Red Ribbon Week

November
Assertiveness

Nov 1 - Define

Nov 8 - Responding Assertively

Nov 15 - Asking Assertively
or
Debating Your Assertive Rights

Nov 22 - Assembly in the Auditorium

Nov 29 - Study Skills

December
Study Skills

Dec 6 - Studying for Semester Exams

Dec 13 - Relaxation Techniques

COUGAR CONNECTION

Dates and Topics for Tenth Grade

August
Getting Started

August 30 - How Well Do You Know Me?

September
Communication

Sept 6 - How Well Do You Listen?

Sept 13 - Win-Win Communication

Sept 20 - Assembly in the Auditorium

Sept 27 - Solving

October
Communication

Oct 4 - Active Listening

October 11 - Using I-Messages

October 25 - Assembly in the Auditorium - Red Ribbon Week

November
Assertiveness

Nov 1 - How To Reach Agreements

Nov 8 - Between You and Your Parents

Nov 15 - Sharing Responsibility

Nov 22 - Assembly in the Auditorium

Nov 29 - Study Skills

December
Study Skills

Dec 6 - Studying for Semester Exams

Dec 13 - Relaxation Techniques

Appendix 4-F

Tom C. Clark High School

5150 De Zavala Road, San Antonio, Texas 78249

March 27, 1995

Dear Parent:

Counselors will provide guidance and counseling seminars for all juniors and their parents in the Clark library April 10 - 13.

These seminars provide an opportunity to review credits and to verify that course selections for the senior year will allow completion of graduation requirements. You and your student will also receive valuable information about post high school planning, including further education, career awareness, financial and scholarship assistance and college admission.

There are many questions, concerns, and important decisions to be made regarding post high school plans. As parents, you rightfully play an active role in this planning, and we hope you can join your son or daughter in attending the session.

Junior students will be made aware by their teachers that the time for seminars is approaching. However, several days prior to your appointment, please clip the slip below and give it to your student to show to the teachers whose classes he or she will be missing. If for any reason the student is unable to keep the appointment, please let the counselor know as soon as possible.

Sincerely,

Counselor

****

STUDENT PASS - JUNIOR SEMINAR

Student_____

Time_____

Date_____

Note: Seminars will last approximately one and one-half hours

Appendix 4-G

JUNIOR SEMINARS - APRIL 1994

Small Group Session

I. GIVE STUDENTS:

A. AAR - Go over front and back and how GPA is computed; explain how a transcript is put together using a profile sheet and an official copy. This is unofficial.

B. STATUS REPORT - Have students fill out and collect top 2 copies.

C. Registration Cards - Compare missing required courses with courses they registered for. Students who want to make changes should stay after group. COLLECT CARDS.

D. GIS - Additional ones may be requested. Explain purpose of Career Center and its many services. Invite parents to visit.

E. SURVIVAL KIT - go over:

1. Scholarship overview - partial listing; all scholarships are announced for 3 days and posted, etc. Start coming in Sept. A must: visit Career Center weekly.

2. Miscellaneous handouts.

II. ANNOUNCEMENTS

A. Summer school/Evening school.

B. College announcements.

C. College summer programs announcements.

D. Credentials file.

E. Senior Seminars - in Sept/Oct through Eng IV classes for students only. We will update status reports.

F. College Night - in Oct - location to be announced.

G. Minnie Stevens Piper Foundation.

H. ASVAB - as needed.

III. CLOSURE

A. Thank parents for attending.

B. Have students fill out data sheet (ETH - if minority should identify themselves - explain why. Important: We use these for nominations.

C. Parents fill out evaluations and drop off on counter on way out.

D. Dismiss parents and and offer assistance on an individual basis as needed.

E. Dismiss students as they finish; those students needing to make course changes need to stay.

JUNIOR SEMINARS
Materials Needed

Each Counselors Responsibility:

1. Copy of AAR's with GPA's
2. Registration cards
3. GIs Printouts - Pick up from Career Center

Pick Up From Conference Room:

1. Survival Kits
2. Status Report Forms
3. Data sheets
4. Evaluation Forms
5. Transcript request form
6. College day form

Reference Folders With:

1. Summer School/Evening School Information
2. School Profile
3. Miscellaneous Announcements
4. Add/Drop Roster
5. Hall Passes

JUNIOR SEMINAR STATUS CHECK

Name _____

Required Courses

English 1 ☐
English 2 ☐
English 3 ☐
English 4 ☐

Math _____ ☐
Math _____ ☐
Math _____ ☐

Biology ☐
PhySci or Chem ☐

US History ☐
W Hist or Geo ☐
Govt\Economics ☐

PE\PE ☐
PE\Health ☐

TAAS-Passed
111
READING ____
WRITING ____
MATH _____

Adv. Transcript OR Additional Courses

Language 1YR. ☐
Language 2YR. ☐

Fine Art ☐

3rd Science ☐

Computer Class ☐

(NOTE: for Adv. Transcript, Math must be through Algebra II)

_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐

Total Credits 9-10 ____

SENIOR UPDATE:
Total Credits through 11th ____

JUNIOR YEAR COURSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Initial:
Jr. _____
Sr. _____

PLANNED COURSES: SUMMER SCHOOL, NT. SCHOOL, CORR.

1. _____
2. _____
3. _____

81

COURSES PLANNED-SENIOR YEAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

112

5150 De Zavala Road
San Antonio, Texas 78249

Junior Seminar Data Sheet

Name_____

The information requested will be used by your counselor in planning, supporting nominations for awards and scholarships, and identifying student needs. It is optional, but very helpful to your counselor.

Plans for after High School (College, work, military, other)

_____

_____

Possible Career Fields:_____

Educationals Goals (If college, list top three choices)

_____

_____

_____

Additional Information or assistance the counselor might provide:

_____

_____

Information that might aid your counselor (work experience, hobbies, responsibilities):

_____

_____

_____

Information about your family:
Parents: __married __divorced __remarried

Parent with whom you live:_____

Address_____

_____

Home Phone:_____ Work Phone:_____

Ethnicity (optional)_____

Employer and Position:

Father_____

Mother_____

Annual family income(exact or range)_____

No. dependents (excluding parents):_____

Ages_____

Other information that might affect financial need (illnesses, several family members in school, etc.):

_____

_____

_____

Appendix 4-H

Tom C. Clark High School

5150 De Zavala Road, San Antonio, Texas 78249 (512) 696-8145

WORKSHOP EVALUATION

TITLE _____ DATE _____

Please circle the number which best represents your reaction to each of the items below:

I. LARGE GROUPS

	Strongly Agree			Strongly Disagree	
1. The session objectives were clear.	5	4	3	2	1
2. The objectives of the session were met.	5	4	3	2	1
3. The program contributed to my better understanding of the topics presented.	5	4	3	2	1
4. I have obtained helpful information in this session.	5	4	3	2	1

II. SMALL GROUP WITH INDIVIDUAL COUNSELOR

1. The session objectives were clear.	5	4	3	2	1
2. The objectives of the session were met.	5	4	3	2	1
3. The counselor introduced ideas which contributed to my better understanding of the topics presented.	5	4	3	2	1
4. I have obtained helpful information in this session.	5	4	3	2	1

III. OVERALL PROGRAM

1. I feel the STRONG points and the most helpful parts were: _____

_____

2. In your opinion, what should be changed for next year's seminar? _____

_____

3. What further topics or ideas can be developed by the counselors to be included in future programs? _____

Appendix 4-I

REFERRAL TO COUNSELOR

Student Name_____ Grade:_____

Subject_____ Period:_____

Teacher_____ Date:_____

The information on this form is **confidential.** Please send it to the counselor. The counselor will then see the student as soon as possible.

Please indicate "behaviors of concern" that you have observed about this student:

( ) Declining grades
( ) Failing
( ) Frequently absent on Monday
( ) Rarely participates in class
( ) Rarely turns in assignments
( ) Short attention span
( ) Disorganized approach to work
( ) Needs prodding to complete work
( ) Noticeable change in behavior
( ) Anxious
( ) Obvious mood swings
( ) Irritable
( ) Excessive absences
( ) Excessive tardiness
( ) Loss of interest
( ) Not well accepted by peers
( ) Seems to have little support from home
( ) Patterned Absences_____ (explain)
( ) Talks about alcohol and/or drugs
( ) Hostile attitude
( ) Decline in health
( ) Sleeping in class
( ) Inappropriate language
( ) Inappropriate behavior
( ) Inappropriate expression of anger
( ) Withdrawal from normal social contact
( ) Change in friends
( ) Change in appearance (dress or grooming)
( ) Increasing loss of self-image
( ) Seems depressed
( ) Loss of weight
( ) Expresses self-pity
( ) Talks about suicide

Additional Information:_____

Please state below the specific problem you would like addressed by the counselor.

IF ALCOHOL AND/OR OTHER DRUG RELATED PROBLEMS ARE SUSPECTED, THIS REFERRAL WILL BE GIVEN TO PAT TEBBS-GATES BY THE STUDENT'S REGULAR COUNSELOR.

A-Ce	Ch-Gal	Gam-Kh	Ki-Mor	Mos-Sef	Seg-Z
Cook	Matthew	Lovelady	Brandenburg	Craig	Davis

RESPONSE TO COUNSELOR REFERRAL

TO: _____ DATE: _____

_____ was referred to me on _____
(name of student)

Counselors Comments: _____

_____

_____
(Counselor)

Tom C. Clark High School

5150 De Zavala Road
San Antonio, Texas 78249

Appendix 4-J

_____
Date

Dear Parents,

Since children experience a variety of concerns at different ages, Northside Independent School District offers school counseling services to all students in grades 9 - 12. The purpose of school counseling is to assist the student to make maximum use of their educational experience.

For the next 6 to 8 weeks your student _____ has been invited to participate in a counseling group one day each week for 55 minutes. The purpose of the group is to help the students learn to cope with losses in their lives.

Please feel free to contact me if you have any questions or additional information that would be helpful in working with your student.

Sincerely,

Counselor
561-5162

Appendix 4-K

TO HELP US IN EVALUATING THIS GROUP EXPERIENCE, PLEASE COMPLETE THE FOLLOWING STATEMENTS:

(IF YOU NEED MORE ROOM, CONTINUE ON BACK OF SHEET.)

1. ONE THING I HAVE LEARNED FROM THIS GROUP IS . . .

2. WHEN I BEGAN THIS GROUP I THOUGHT (OR I FELT) . . .

3. NOW I THINK OR FEEL . . .

4. THE BEST THING ABOUT THIS GROUP WAS . . .

5. THIS TYPE OF GROUP COULD BE IMPROVED BY . . .

6. WOULD YOU RECOMMEND THIS TYPE OF GROUP TO OTHER STUDENTS? YES _____ NO _____
   WHY OR WHY NOT?

TOM C. CLARK HIGH SCHOOL
Counseling Department

THANKS FOR YOUR HELP AND FOR BEING A PART OF THIS GROUP!

Appendix 4-L

SUPPORT GROUP CONTRACT

STUDENT _____

GROUP _____

FACILITATOR _____

I Understand:

_____ That I have made a commitment to attend the group for _____ consecutive sessions;

_____ That attendance will be taken in group and it is my responsibility to report to the group room and be ready to begin on time;

_____ That it is my responsibility to make arrangements in advance with classroom teachers for any work that I may miss by being in group;

_____ That it is my responsibility to keep what others say and do in group confidential;

_____ That the group leader(s) will also keep confidential what I say and do in group; involving other people only when they become concerned for my health, safety, or welfare;

_____ That all school policies regarding acceptable behavior apply to group, including tardiness, absenteeism, and drug use;

_____ That I am responsible for completing all assignments that are part of the group;

_____ That at any time I may be referred to other in-school or community services;

_____ That I will be expected to remain chemically abstinent and that I am responsible for bringing up in group any problems I have in keeping this contract as soon as they occur.

SIGNED _____ DATE _____

Appendix 4-M

CONFIDENTIAL

Student Name (please print) _____ Teacher _____ Grade _____

I am: (check whatever applies)

_____ interested in a S.N.A.P. support group.
_____ interested in talking with you individually.
_____ not interested at this time, but perhaps at a later date.
_____ not interested.

Please turn this slip in to me or place in my box in the Counseling Department.

Thanks,
Pat Tebbs-Gates, S.N.A.P. Counselor

CONFIDENTIAL

Student Name (please print) _____ Teacher _____ Grade _____

I am: (Check whatever applies)

_____ interested in a S.N.A.P. support group.
_____ interested in talking with you individually.
_____ not interested at this time, but perhaps at a later date.
_____ not interested.

Please turn this slip in to me or place in my box in the Counseling Department.

Thanks,
Pat Tebbs-Gates, S.N.A.P. Counselor

CONFIDENTIAL

Student Name (please print) _____ Teacher _____ Grade _____

I am: (check whatever applies)

_____ interested in a S.N.A.P. support group.
_____ interested in talking with you individually.
_____ not interested at this time, but perhaps at a later date.
_____ not interested.

Please turn this slip in to me or place in my box in the Counseling Department.

Thanks,
Pat Tebbs-Gates, S.N.A.P. Counselor

Appendix 4-N

ABSTINENCE CONTRACT

I, _____ agree to abstain from the use of all mood-altering chemicals for the next _____ group meetings. I understand that I am responsible for bringing up in group, problems I have in keeping the contract as soon as they occur.

_____ DATE

_____ SIGNATURE

RECOVERY PLAN:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 4-O

S.N.A.P. Program

Special Needs and Addictions Prevention

TO:
FROM: Pat Tebbs-Gates, S.N.A.P. Counselor
DATE:
SUBJECT: S.N.A.P. Group Schedule

The following student (s) whom you teach will be in a group session according to the schedule below:

Student(s): _____ _____

_____ _____

DATES OUT OF CLASS	PERIOD OUT OF CLASS					
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Please note the times the student will be in a group during the period you have him/her for class, but <u>do not record this student as absent in your gradebook</u>. I will report the student absent (and let you know) <u>if</u> he/she does not attend a group session. Students have been advised that they must make up any class or homework missed.

NOTE: The fact that a student is in a S.N.A.P. Group should be treated as <u>confidential information</u>. Please do not assume that all students who participate are users of alcohol or other drugs. Some of the groups offer support for students who are concerned about someone else's use of alcohol or other drugs, or have other concerns.

S.N.A.P. PROGRAM

Special Needs and Addiction Prevention

TO:
FROM: Pat Tebbs-Gates, S.N.A.P. Counselor
DATE:
SUBJECT: Your S.N.A.P. Group Schedule

Your S.N.A.P. Group will be known as _____ and will meet according to the schedule below:

DATES OUT OF CLASS	PERIOD OUT OF CLASS					
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

All groups will meet in E103A. Please come to the group room <u>at the beginning of the scheduled period</u>. You do not have to check in with your teacher first. YOU MUST KEEP UP WITH THIS SHEET. You will not receive a reminder of group days or times. <u>These groups are for students who want to be in the group and will attend regularly</u>.

IMPORTANT: You are responsible for any class work you miss and for all homework assigned when you are in a group. Please check with another student in the class you miss to see what work you must do. Your teachers know that you will be attending a group session on the dates given above and <u>will not record you as absent in the grade book</u>. I will report your absence (and let your teacher know) if you do not attend a group session.

Appendix 4-P

SUMMARY OF GUIDANCE PROGRAM EVALUATION--SELF STUDY, 1994-95

MAJOR STRENGTHS PRIORITIZED:

1. Staff teamwork.
2. Appropriate balance of the four components.
3. Well-thought out, creative presentation of materials focusing on methods for easy assimilation.
4. Specialized counseling (individual, special ed., groups, etc.)
5. Evening parent programs for 9th, 10th; parent involvement in junior seminars.

PRIORITIZED LIST OF ITEMS IN GREATEST NEED OF STRENGTHENING:

1. Career and educational planning age and grade appropriate centered on career pathways concept and model.
2. Continued articulation of the counselors' role, the guidance program, and the benefits of a cooperative/collaborative approach with teachers and administrators to classroom guidance and student advisory.
3. Student input in planning and evaluation.
4. Improved facilities.

PLANS FOR IMPROVEMENT PRIORITIZED LONG RANGE GOALS: (Please also refer to the Program Recommendations, pp. 144-148.)

1. Incorporate career pathways approach into the guidance program. 9-12.
2. Develop methods of getting appropriate student input in planning and evaluation.
3. Promote appropriate counselor role in guidance.
4. Seek solutions to inadequate facilities.

SHORT RANGE GOALS:

1. Introduce teachers, parents, and students to career pathways.
2. Seek student input in planning and evaluation of guidance activity.

SEEMINGLY UNATTAINABLE GOALS:

1. Improved facilities.
2. Reduced counselor load.

The counselor(s) and I have discussed the results of the Self-Study of _____ School's Comprehensive Guidance Program, 1994-95.

_____, Principal
Signature

TOM C. CLARK HIGH SCHOOL
Lou Williams, Head Counselor

Chapter 5

Evaluating School Guidance Programs

Norman Gysbers

Now that you have had the opportunity to visit the comprehensive guidance program at Northside Independent School District via this book, one issue that may be of concern is evaluation. Why is evaluation important? What kinds of evaluations are required?

"Demonstrating accountability through the measured effectiveness of the delivery of the guidance program and the performance of the guidance staff helps ensure that students, parents, teachers, administrators, and the general public will continue to benefit from the quality comprehensive guidance programs" (Gysbers & Henderson, 1994, p. 362). To achieve accountability, evaluation is needed concerning the nature, structure, organization and implementation of school district/building guidance programs; the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live. Thus, the overall evaluation of school district/building guidance programs needs to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation (Gysbers & Henderson, 1994).

Guidance Program Evaluation

Guidance program evaluation asks two questions. First, is there a written guidance program in the school district? And second, is the written guidance program the actual implemented program in the buildings of the district? Discrepancies between the written program and the implemented program, if present, will come into sharp focus as the program evaluation process unfolds.

To conduct program evaluation, program standards are required. Program standards are acknowledged measures of comparison of the criteria used to make judgments about the adequacy of the nature and structure of the program as well as the degree to which the program is in place. For example, here is a program standard:

> The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life. (Gysbers & Henderson, 1994, p. 481)

To make judgments about guidance programs using standards, evidence is needed concerning whether or not the standards are being met. In program evaluation such evidence is called documentation. Using the standard listed above, evidence that the standard is in place might include the following:

- a developmentally appropriate guidance curriculum that teaches all students the knowledge and skills they need to be self-sufficient and lead socially responsible lives;
- yearly schedule that incorporates the classroom guidance plan (Gysbers & Henderson, 1994, p. 482).

Documentation of such evidence could include:

- guidance curriculum guides;
- teachers' and counselors' unit and lesson plans;
- yearly master calendar for the guidance program;
- curriculum materials (Gysbers & Henderson, 1994, p. 482).

Sometimes the program evaluation process is called a program audit. The American School Counselor Association, for example, uses the term audit in its program evaluation materials. The Association has developed guidelines for a program audit for secondary schools (ASCA, 1986), for middle/junior high schools(ASCA, 1990b), and for elementary schools (ASCA, 1990a).

Guidance Program Personnel Evaluation

Personnel evaluation begins with the organizational structure and activities of the guidance program in a school district. A major first step is the development of job descriptions that are based directly on the structure and activities of a school district's guidance program.

Using the Missouri Comprehensive Guidance Program framework (Starr & Gysbers, 1993) for example, the job description of a school counselor would include the following key duties: implementing the guidance curriculum; counseling individuals and small groups concerning their educational and occupational plans; counseling individuals with immediate needs and specific problems; consulting with parents and teachers; referring students to appropriate community agencies; coordinating, conducting, and being involved with activities that improve the operation of school; evaluating and updating the guidance program; and continuing professional development. (For examples of job descriptions of other guidance personnel including director of guidance, career guidance center technician, and high school registrar see Gysbers & Henderson, 1994, 422-428).

Guidance program personnel evaluation is based directly on their job task descriptions and usually has two parts: a formative part (supervision) and a summative part (evaluation). The job task description identifies the performance areas to be supervised and evaluated. Gysbers & Henderson (1994) have developed an extensive listing of job task descriptors for school counselors grouped under the basic guidance program components of guidance curriculum, individual planning, responsive services, and system support plus the areas of professional relationships and professional responsibilities.

Program Results Evaluation

Having established that a guidance program is operating in a school district through program evaluation, and having established through personnel evaluation that school counselors and other guidance program personnel are carrying out the duties listed on their job descriptions 100% of the time, it now is possible to evaluate the results of the program. Johnson (1991) suggested that there are long-range, intermediate, immediate, and unplanned-for results that need consideration. According to Johnson, long-range results focus on how programs affect students after they have left school. Usually long-range results are gathered using follow-up studies. Intermediate results focus on the knowledge and skills all students may gain by graduation from participating in the guidance program. Immediate results are the knowledge and skills students may gain from participating in specific guidance activities. Finally, the possibility of unplanned-for results that may occur as a consequence of guidance activities conducted as a part of the guidance program also need to be taken into account.

To respond to these four types of results we will focus on results evaluation procedures for each of the comprehensive guidance program components —guidance curriculum, individual planning, responsive services, and system support.

Guidance Curriculum

Do students master guidance competencies? Johnson (1991) outlined the following procedures to answer this question for immediate results. First the competencies to be mastered need to be identified. Second *what* results (what students should be able to write, what they may be able to talk about, or what they may be able to do) are specified. Then *who* will conduct the evaluation is decided. This is followed by *when* the evaluation is done. Then *criteria* are established so that judgments can be made about students' mastery of guidance competencies. Finally, *how* all of this is done is specified.

Do students master guidance competencies? Another way to conduct immediate evaluation, to measure mastery of guidance competencies, is the use of a confidence survey. In this format, guidance competencies are listed and students are asked to rate how confident they are that they have mastered these competencies. The confidence survey can then be used as a pre-post measure. Gain scores can be obtained and related to such measures as academic achievement and vocational identity. (Gysbers; Lapan, Multon, & Lukin, 1992; Lapan, Gysbers, Hughey, & Arni, 1993).

Individual Planning

Do students develop and use career plans? In making judgments concerning the career plans of students, criteria need to be identified as to what makes good plans. Four criteria are recommended, plans need to be: comprehensive; developmental; student-centered and student-directed; and competency based.

Based on these criteria, one way to evaluate students' career plans is to judge the extent to which the activities included in the Individual Planning Component of the guidance program lead to the development of plans that meet these criteria. A second way is to make judgments about the adequacy of the plan contents. Finally, a third way is to judge their use. Do students actually use their career plans in planning for the future?

Responsive Services

How are students helped through individual and small group counseling? How are students and parents helped through referral. How are parents and teachers helped through consultation?

For individual and small group counseling case studies are suggested. In addition goals for individuals or groups could be established at the beginning of individual or small group counseling. Then when work has been completed, goal achievement could be determined.

For consultation and referral services satisfaction/behavior change surveys could be used. How satisfied are teachers and parents with consultation? Were student behaviors changed? Referral agencies could track behavior changes. Also satisfaction with referral could be assessed.

System Support

In this program component, staff development sessions conducted for teachers can be assessed using a staff development program survey. In addition school counselors can keep track of their professional development. Attendance at workshops, conventions, graduate classes, and inservice activities can be recorded. Finally, use/satisfaction surveys in which parents, teachers, and students share their use of the program describing and rating their participation.

Summary

In order to fully evaluate comprehensive school guidance programs, three forms of evaluation are required. First, the program must be reviewed using program standards, evidence, and documentation to establish that there is a written guidance program in a school district and/or building and that the written program is the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses the guidance curriculum, individual planning, responsive services, and system support components of a comprehensive guidance program is mandatory.

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Chapter 6

Concluding Remarks

Norman Gysbers

Now that you have completed your visit to the comprehensive guidance program at Northside, you have experienced how they have actually implemented their vision of the program. Before you end your visit, however, it is important for you to have an understanding of six axioms upon which the program concepts of guidance at Northside rest.

First, guidance is a program at Northside, not a position. Because guidance is a program, it has characteristics similar to other programs in education including:

- student competencies;
- activities and processes to assist students to achieve competencies;
- professionally certified personnel;
- materials and resources.

Second, the guidance program at Northside is developmental and comprehensive. The guidance program is developmental in that guidance activities are conducted on a regular and planned basis to assist students to achieve competencies. It is comprehensive in that a full range of activities and services are provided including guidance curriculum, individual planning, responsive services, and system support.

Third, the guidance program at Northside focuses on students' competencies as well as their deficiencies. For many, the major focus of guidance is on the problems students have and the obstacles they face. While this emphasis will always be important, it is not the dominant emphasis at Northside. Too often attention focuses on what is wrong with students, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow focusing on the existing or potential competencies of students. A major emphasis in guidance programs at Northside is on helping all students identify the competencies they already have as well as assisting them to develop new ones.

Fourth, the guidance program at Northside assumes a team approach. The program of guidance is based on the assumption that all staff have guidance responsibilities rather than on believing that it is all up to school counselors. At the same time, it is understood that professionally certified counselors are central to the program. They provide direct services to students as well as work in consultative and collaborative relationships with other educators and parents.

Fifth, the guidance program at Northside mandates articulation. A basic assumption underlying the comprehensive guidance program at Northside is that there are effective linkages among all grade levels, kindergarten through grade twelve. This means that there is program continuity; that activities begun in elementary school are continued, as appropriate, in the next grade levels. As a result Northside's school counselors meet on a regular basis and work together to manage and further develop the school district's comprehensive guidance program.

Sixth, school counselors at Northside are program people, not office people. Too often, because guidance in some schools is still viewed as a position, as a person with a list of duties, school counselors in those schools are seen as office people. The reason for this is that many of the duties currently being performed by them are tied to offices and office procedures. The program concept at Northside however, requires that their school counselors are active and involved in their schools and community in student development work.

As you have seen in your visit to Northside, a comprehensive program leads to guidance activities and structured group activities for all students. Individual and small group counseling, consultation, and referral services are available. It de-emphasizes administrative and clerical tasks. It is proactive rather than reactive. As you have also seen in your visit to Northside, there is strong support for guidance because it is central to the mission of the school. Students, parents, teachers, administrators, and the community are served effectively.

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1995 EDO-CG-95-7

Evaluating School Guidance Programs

Norman C. Gysbers

"Demonstrating accountability through the measured effectiveness of the delivery of the guidance program and the performance of the guidance staff helps ensure that students, parents, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance programs" (Gysbers & Henderson, 1994, p. 362). To achieve accountability, evaluation is needed concerning the nature, structure, organization and implementation of school district/building guidance programs; the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live. Thus, the overall evaluation of school district/building guidance programs needs to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation (Gysbers & Henderson, 1994).

Guidance Program Evaluation

Guidance program evaluation asks two questions. First, is there a written guidance program in the school district? And second, is the written guidance program the actual implemented program in the buildings of the district? Discrepancies between the written program and the implemented program, if present, will come into sharp focus as the program evaluation process unfolds.

To conduct program evaluation, program standards are required. Program standards are acknowledged measures of comparison or the criteria used to make judgments about the adequacy of the nature and structure of the program as well as the degree to which the program is in place. For example, here is a program standard:

> The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life. (Gysbers & Henderson, 1994, p. 481)

To make judgments about guidance programs using standards, evidence is needed concerning whether or not the standards are being met. In program evaluation such evidence is called documentation. Using the standard listed above, evidence that the standard is in place might include the following:

- a developmentally appropriate guidance curriculum that teaches all students the knowledge and skills they need to be self-sufficient and lead socially responsible lives.
- yearly schedule that incorporates the classroom guidance plan (Gysbers & Henderson, 1994, p. 482).

Documentation of such evidence could include:

- guidance curriculum guides
- teachers' and counselors' unit and lesson plans
- yearly master calendar for the guidance program
- curriculum materials (Gysbers & Henderson, 1994, p. 482)

Sometimes the program evaluation process is called a program audit. The American School Counselor Association, for example, uses the term audit in its program evaluation materials. The Association has developed guidelines for a program audit for secondary schools (ASCA, 1986), for middle/junior high schools (ASCA, 1990b), and for elementary schools (ASCA, 1990a).

Guidance Program Personnel Evaluation

Personnel evaluation begins with the organizational structure and activities of the guidance program in a school district. A major first step is the development of job descriptions that are based directly on the structure and activities of a school district's guidance program.

Using the Missouri Comprehensive Guidance Program framework for example, the job description of a school counselor would include the following key duties: implementing the guidance curriculum; counseling individuals and small groups concerning their educational and occupational plans; counseling individuals and small groups with immediate needs and specific problems; consulting with parents and teachers; referring students to appropriate community agencies; coordinating, conducting, and being involved with activities that improve the operation of the school; evaluating and updating the guidance program; and continuing professional development (Starr & Gysbers, 1993). (For examples of job descriptions of other guidance personnel including director of guidance, career guidance center technician, and high school registrar see Gysbers & Henderson, 1994, 422-428).

Guidance program personnel evaluation is based directly on their job task descriptions and usually has two parts: a formative part (supervision) and a summative part (evaluation). The job task description identifies the performance areas to be supervised and evaluated. Gysbers and Henderson (1994) have developed an extensive listing of job task descriptors for school counselors grouped under the basic guidance program components

of guidance curriculum, individual planning, responsive services, and system support plus the areas of professional relationships and professional responsibilities.

Program Results Evaluation

Having established that a guidance program is operating in a school district through program evaluation, and having established through personnel evaluation that school counselors and other guidance program personnel are carrying out the duties listed on their job descriptions 100% of the time, it now is possible to evaluate the results of the program. Johnson (1991) suggested that there are long-range, intermediate, immediate, and unplanned-for results that need consideration. According to Johnson, long-range results focus on how programs affect students after they have left school. Usually long-range results are gathered using follow-up studies. Intermediate results focus on the knowledge and skills all students may gain by graduation from participating in the guidance program. Immediate results are the knowledge and skills students may gain from participating in specific guidance activities. Finally, the possibility of unplanned-for results that may occur as a consequence of guidance activities conducted as a part of the guidance program also need to be taken into account.

For the purposes of this digest, illustrations of immediate and intermediate results evaluation using the structure of the Missouri Comprehensive Guidance Program Model (Starr & Gysbers, 1993) are presented in the form of two research questions. First, do students master guidance competencies as a result of their participation in the Guidance Curriculum Component of the Model (immediate evaluation)? Second, do students develop and use career plans as a result of their participation in the Individual Planning Component of the Model (intermediate evaluation)?

Immediate Evaluation -- Guidance Competency Mastery

Do students master guidance competencies? Johnson (1991) outlined the following procedures to answer this question for immediate results. First the competencies to be mastered need to be identified. Second *what* results (what students should be able to write, what they may be able to talk about, or what they may be able to do) are specified. Then *who* will conduct the evaluation is decided. This is followed by *when* the evaluation is done. Then *criteria* are established so that judgments can be made about students' mastery of guidance competencies. Finally, *how* all of this is done is specified.

Do students master guidance competencies? Another way to conduct immediate evaluation, to measure mastery of guidance competencies, is the use of a confidence survey. In this format, guidance competencies are listed and students are asked to rate how confident they are that they have mastered these competencies. The confidence survey can then be used as a pre-post measure. Gain scores can be obtained and related to such measures as academic achievement and vocational identity. (Gysbers, Hughey, Starr, & Lapan, 1992; Gysbers, Lapan, Multon, & Lukin, 1992; Lapan, Gysbers, Hughey, & Arni, 1993).

Intermediate Evaluation -- Career Plans

Do students develop and use career plans? In making judgments concerning the career plans of students, criteria need to be identified as to what makes good plans. Four criteria are recommended; plans need to be comprehensive, developmental, student-centered and student-directed, and competency based.

Based on these criteria, one way to evaluate students' career plans is to judge the extent to which the activities included in the Individual Planning Component of the guidance program lead to the development of plans that meet these criteria. A second way is to make judgments about the adequacy of the plan contents. Finally, a third way is to judge their use. Do students actually use their career plans in planning for the future?

Summary

In order to fully evaluate comprehensive school guidance programs, three forms of evaluation are required. First, the program must be reviewed using program standards, evidence, and documentation to establish that there is a written guidance program in a school district and/or building and that the written program is the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses on the impact of the guidance and counseling activities in the guidance curriculum, individual planning, responsive services, and system support components of a comprehensive guidance program is mandatory.

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of an outcome-based approach and presents a model for outcome-based comprehensive school guidance and counseling. It describes the role of evaluation, provides sample student outcomes for each level of schooling, and gives an example of a counseling program plan. Also offered is an annotated list for further information and some sample monitoring forms and some informal evaluation tools. Although the approach described here is not simple to incorporate and requires considerable coordination, it should reduce the overlap of resources, provide more efficiency of service delivery, and will furnish greater accountability and increased impact on students' lives. (RJM)

AN: ED379464
AU: Gysbers,-Norman-C.; And-Others
TI: Developing and Implementing Statewide and Local Strategies To Evaluate School Guidance Programs. Interim Report.
CS: Missouri Univ., Columbia.
PY: 1994
DER: Career-Education; Counselor-Evaluation; Educational-Improvement; Elementary-Secondary-Education; Evaluation-Methods; Questionnaires-; Records-Forms; School-Counselors; School-Surveys; State-Standards; Systems-Approach
DEM: *Guidance-Programs; *Program-Evaluation; *School-Districts; *School-Guidance; *Statewide-Planning; *Vocational-Education
IDM: *Missouri-
AB: This document presents a brief overview of each of the following components of the system of state and local district evaluation of the Missouri Comprehensive Guidance Program (MCGP): program evaluation, personnel supervision and evaluation, and results evaluation. Appendixes constituting approximately 90% of the document contain the following: Missouri school improvement standards; counselor performance-based evaluation formative and summative evaluation forms; Missouri guidance competency evaluation surveys for grades 6-9; tables/charts detailing the scope and sequence of the MCGP in grades K-3, 4-6, 6-9, and 9-12; correlations between the Missouri Comprehensive Guidance Evaluation Survey and other measures; the MCGP student, teacher, and parent surveys; reprints of three published articles about evaluating school guidance programs; and reprints of the following articles: "Evaluating a Guidance and Language Arts Unit for High School Juniors" (Lapan et al.); "Is the Guidance Program Having an Effect on the Climate/Goals of the District/Building?" (Gysbers, Henderson); and "Evaluating Comprehensive School Guidance Programs: Assessing the Perceptions of Students, Parents, and Teachers" (Hughey, Gysbers, Starr). (MN)

AN: ED378462
AU: Feller,-Rich; And-Others
TI: School Counselor Role in Planning and Integrating Basic Skills. ERIC Digest.
CS: ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
PY: 1994
DER: Elementary-Secondary-Education
DEM: *Basic-Skills; *Counselor-Role; *Planning-; *School-Counseling; *School-Counselors
IDR: ERIC-Digests
AB: This digest considers the school counselor's role in helping students to acquire the basic skills they will need throughout their lives. A contemporary definition of basic skills includes not only the modern versions of the "three Rs" (reading, writing, and computing), but also encompasses a variety of attitudes, knowledge, and behaviors (learning to learn; verbal/nonverbal communication; adaptability; personal management; group effectiveness; influence; and the abilities to understand technology, apply scientific knowledge to work situations, and balance family and work). The most promising models for helping school counselors take an active role in integrating these new basic skills across the curricula are comprehensive counseling and guidance programs. Four interactive components of comprehensive counseling and guidance programs are: (1) the guidance curriculum; (2) individual planning; (3) responsive services; and (4) system support. The need to integrate academic and vocational instruction is

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discussed and challenges to school counselors are presented. The digest concludes that, through comprehensive counseling and guidance programs, school counselors can help ensure that all students receive instruction in the basic skills through an integrated program of vocational and academic coursework; and that this coursework combined with a commitment to planning can be the key to students' lifelong success. (NB)

AN: EJ477178
AU: Campbell,-Chari
TI: Strategies for Reducing Parent Resistance to Consultation in the Schools.
PY: 1993
JN: Elementary-School-Guidance-and-Counseling; v28 n2 p83-91 Dec 1993
DER: Elementary-Education; Elementary-School-Students
DEM: *Consultation-Programs; *Counselor-Role; *Parent-Participation; *Resistance-Psychology; *School-Counselors; *School-Guidance
AB: Notes that consultation with parents has become an increasingly important part of elementary and middle school counselor's comprehensive guidance program. Says that counselors should expect to occasionally encounter resistance to their efforts. Explores characteristics of resistance, possible causes of resistance, and methods for overcoming resistance. (Author/NB)

AN: EJ470235
AU: Snyder,-Beverly-A.; Daly,-Timothy-P.
TI: Restructuring Guidance and Counseling Programs.
PY: 1993
JN: School-Counselor; v41 n1 p36-43 Sep 1993
DER: Elementary-Secondary-Education
DEM: *Program-Improvement; *School-Counseling; *School-Counselors; *School-Guidance
IDM: *Program-Restructuring
AB: Briefly reviews counseling profession's call for revitalization and transformation in school counseling and guidance programs. Summarizes one school system's efforts during late 1980s and early 1990s to transform its program from services and crisis orientation into a comprehensive developmental model based on Myrick's developmental guidance and counseling approach. Four-year time frame for implementation of developmental guidance program is appended. (NB)

AN: EJ470234
AU: Hughey,-Kenneth-F.; And-Others
TI: Evaluating Comprehensive School Guidance Programs: Assessing the Perceptions of Students, Parents, and Teachers.
PY: 1993
JN: School-Counselor; v41 n1 p31-35 Sep 1993
DER: Comprehensive-Programs; High-Schools
DEM: *High-School-Students; *Parent-Attitudes; *Program-Evaluation; *School-Guidance; *Student-Attitudes; *Teacher-Attitudes
IDM: *Comprehensive-School-Guidance-Programs
AB: Surveyed approximately 280 high school students, 125 parents, and 150 teachers to examine impact of Missouri Comprehensive Guidance Program from perspective of these groups and to obtain useful information in assessing comprehensive school guidance programs. Even though survey results were positive, counselors and those responsible for guidance must continue to work at addressing guidance needs of all students. (NB)

AN: EJ446905
AU: Gysbers,-Norman-C.; And-Others
TI: Improving School Guidance Programs: A Framework for Program, Personnel, and Results Evaluation.
PY: 1992
JN: Journal-of-Counseling-and-Development; v70 n5 p565-70 May-Jun 1992
DER: Elementary-Secondary-Education; Models-; Program-Improvement
DEM: *Evaluation-Methods; *School-Guidance
AB: Describes the overall evaluation framework that is guiding Missouri's efforts to evaluate comprehensive school guidance programs. Views evaluation as ongoing process designed to improve guidance program. Discusses program, personnel, and results evaluation in an outcome-based framework guided by five questions. (Author/NB)

AN: EJ435471
AU: Olson,-Margaret-J.; Perrone,-Philip-A.
TI: Changing to a Developmental Guidance Program.
PY: 1991
JN: School-Counselor; v39 n1 p41-46 Sep 1991
DER: Elementary-Secondary-Education; School-Districts
DEM: *Developmental-Programs; *Program-Improvement; *School-Guidance
AB: Highlights major aspects in the planning and redesign of the guidance program in medium-sized community consisting of 2 high schools, 4 middle schools, and 16 elementary schools. Concludes that comprehensive school counseling programs benefit students; and the collaborative efforts of schools, community, and university personnel improve the well-being of everyone involved. (NB)

AN: ED371251
TI: The Comprehensive Counseling Program for Alaska Public Schools. A Guide for Program Development: K-12th Grade.
CS: Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PY: 1989
DER: Counseling-; Elementary-Education; Elementary-Secondary-Education; High-Schools; Junior-High-Schools; Middle-Schools; Program-Guides
DEM: *Counseling-Services; *Program-Descriptions; *Program-Development; *Public-Schools; *School-Counseling
IDM: *Alaska-
AB: The wide range of settings for counseling, from large urban schools to remote bush communities, as well as the many multicultural issues found in Alaska, when combined with the changing American society led to the development of this state-wide counseling and guidance plan. The goal of this plan is to provide comprehensive and systematic counseling programs that are on-going, especially at the elementary level. The program guide describes in detail the needs to be met and the services to be provided through the Alaska School Counseling Program. The program definition states the needs as: (1) acquire and apply knowledge of self and others; (2) develop competencies in career/life planning; and (3) achieve educational success. The program definition also lists four areas of core services: (1) personal and career development curriculum; (2) individual student planning; (3) responsive services; and (4) systems support. The manual provides a detailed step-by-step description of the counseling program, focusing on both support components, e.g., budget and facilities, and program components, e.g., personal curriculum and student planning. The chapters are divided into an overview, components, implementation, scope and sequence, needs assessment, roles and responsibilities, program evaluation, and appendices. (KM)

AN: ED370005
TI: Utah Comprehensive Counseling and Guidance Program Model.
CS: Utah State Board of Education, Salt Lake City.
PY: 1992
DER: Counselor-Client-Relationship; Counselor-Evaluation; Elementary-Secondary-Education; Guidance-Objectives; Parent-Student-Relationship; School-Counselors; School-Guidance; Student-Needs
DEM: *Counselor-Role; *Guidance-Programs; *School-Counseling
IDM: *Utah-
AB: For many years the school guidance counselor has played an important role in the education and guidance of students in public schools. School counselors have been historically viewed as an appendage or as an ancillary service to the school's education mission. While the ancillary model has helped some students, it has been inadequate in helping all students reach their potential. This Utah program would require changes in certification of counselors and accreditation of school programs in order to better meet the needs of all students. The goals of the program include: (1) move counseling from ancillary status to core status; (2) move counseling from a collection of random activities to a programmatic approach; (3) eliminate non-guidance activities performed by counselors; (4) reach 100 percent of the student population. The components of a successful guidance program include the guidance curriculum, individual planning with students and parents, responsive services, and system support. Implementation of the plan could take place while the current one remains in existence. Evaluation of effectiveness would be measured through personnel, the program itself and students results. A list of competencies and indicators for all levels of students and adults as well as sample job descriptions for the school counselor are included. (BF)

AN: ED367916
TI: K-12 Developmental Guidance & Counseling Curriculum. Volume I: Elementary K-6.
CS: Connecticut State Dept. of Education, Hartford.
PY: 1991
DER: Career-Exploration; Career-Planning; Curriculum-; Elementary-Education; School-Counselors
DEM: *Developmental-Programs; *Elementary-School-Students; *School-Counseling; *School-Guidance
AB: This document is the first of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume I focuses on elementary education, kindergarten through sixth grade. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

AN: ED366888
TI: K-12 Developmental Guidance & Counseling Curriculum. Volume II: Middle/Junior High 6-8.
CS: Connecticut State Dept. of Education, Hartford.
PY: 1991

DER: Career-Exploration; Career-Planning; Curriculum-; Intermediate-Grades; Junior-High-Schools; Middle-Schools; School-Counselors
DEM: *Developmental-Programs; *Junior-High-School-Students; *School-Counseling; *School-Guidance
AB: This document is the second of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume II focuses on middle school and junior high school education, grades six through eight. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

AN: ED366889
TI: K-12 Developmental Guidance & Counseling Curriculum. Volume III: High School 9-12.
CS: Connecticut State Dept. of Education, Hartford.
PY: 1991
DER: Career-Exploration; Career-Planning; Curriculum-; High-Schools; School-Counselors
DEM: *Developmental-Programs; *High-School-Students; *School-Counseling; *School-Guidance
AB: This document is the third of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume III focuses on high school education, grades 9 through 12. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

AN: ED399440
AU: [illegible]
TI: The Comprehensive Guidance Program appended. Contains an activities resource bibliography and a topical
PY: 1993
DER: Crisis-Intervention; Elementary-Secondary-Education; Group-Counseling; Individual-Counseling; Suicide-

DEM: *Program-Development; *School-Counselors; *School-Guidance
IDM: *Missouri-Comprehensive-Guidance-Program-Model
AB: This document presents a comprehensive guidance program based on the Missouri Comprehensive Guidance Program and designed for use in a school district that services kindergarten through 12th grade. It is divided into two major sections, structural and programmatic. The structural section of the document explains the philosophy, assumptions, facilities, advisory council, resources, and budget of the program. The programmatic section is subdivided into sections for elementary, middle school, and high school levels. For each of these levels, information is provided on the guidance curriculum itself, individual planning, responsive services, system support, job descriptions, and appendixes. The guidance curriculum subsection focuses on activities for grades K-5 (elementary level), 6-8 (middle school level), and 9-12 (high school level). The individual planning sections describe advisement, assessment, and placement and follow-up for each level. Responsive services concentrates on individual counseling, small group counseling, consultation, and referral at each level. At the middle school level, the counseling services center on issues of suicide and tragic events. At the high school level, a section on crisis counseling is added, along with a section on information. The system support sections focus on management activities, consultation, community outreach, and public relations. The job description sections provide a job outline and evaluations. Each school level section concludes with appended materials appropriate for that section. (NB)

AN: ED349488
TI: [Secondary (9-12) Guidance Kit.] Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
CS: Missouri Univ., Columbia. Instructional Materials Lab.
PY: 1991
DER: Career-Counseling; Career-Development; Career-Planning; High-Schools; High-School-Students; Interpersonal-Competence; Models-; Self-Evaluation-Individuals; Student-Development
DEM: *School-Counseling; *School-Guidance; *Secondary-School-Curriculum
IDR: Missouri-
AB: This extensive kit provides guidance materials for use with secondary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans for grades 9-12 are in the appendix which makes up the bulk of the document. The focus is on the areas of career planning, exploration and knowledge of self and others, and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

AN: ED349487
TI: [Middle School (6-9) Guidance Kit.] Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
CS: Missouri Univ., Columbia. Instructional Materials Lab.
PY: 1991
DER: Career-Counseling; Career-Development; Career-Planning; Interpersonal-Competence; Models-; Self-Evaluation-Individuals; Student-Development
DEM: *Junior-High-Schools; *Middle-Schools; *School-Counseling; *School-Guidance; *Secondary-School-Curriculum
IDR: Middle-School-Students; Missouri-

AB: This extensive kit provides guidance materials for use with middle school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are for grades six through nine. The lesson plans are in the appendix which makes up the bulk of the document. The focus is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

AN: ED349486
TI: [Elementary (K-6) Guidance Kit.] Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
CS: Missouri Univ., Columbia. Instructional Materials Lab.
PY: 1991
DER: Career-Counseling; Career-Development; Career-Planning; Elementary-Education; Elementary-School-Students; Interpersonal-Competence; Models-; Self-Evaluation-Individuals; Student-Development
DEM: *Elementary-School-Curriculum; *School-Counseling; *School-Guidance
IDR: Missouri-
AB: This extensive kit provides guidance materials for use with elementary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are in the appendix which makes up the bulk of the document. The first part of the lessons plans are targeted to elementary level kindergarten through grade three. The second part of the lesson plans are targeted to elementary level grades four through six. The focus of each part is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts (drawings, comics, forms) supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

AN: ED348631
AU: Feller,-Richard-W.; Daly,-Joseph-L.
TI: Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.
CS: Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
PY: 1992
DER: Career-Planning; Elementary-Secondary-Education
DEM: *Counseling-Services; *Counselor-Role; *Counselor-Training; *Guidance-Programs; *School-Counseling; *School-Counselors
AB: the first of four lessons on comprehensive school counseling and guidance programs presented in this document discusses the competencies contained in the National Career Development Guidelines and those promoted by the National Career Development Association and the American School Counselor

Association. The second lesson helps counselors know how and why to promote comprehensive counseling and guidance programs built on educational-developmental principles. The third lesson explains the concepts of comprehensive counseling and guidance programs, in the hope of encouraging counselors to actively promote greater implementation of these programs in schools. The fourth lesson allows counselor education students to practice developing life and career plans. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

AN: ED344110
AU: Stoltz-Loike,-Marian
TI: The Comprehensive Guidance and Counseling Program Validation Summary for City, County, Local, and Exempted School Districts.
CS: Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PY: [1991]
DEM: *Elementary-Secondary-Education; *School-Counseling; *School-Guidance; *State-Standards
IDM: *Ohio-
AB: This document presents a Comprehensive Guidance and Counseling Program Validation Summary to be completed by the superintendent of each school district within a Vocational Education Planning District in Ohio. Respondents are requested to verify that the comprehensive guidance and counseling program within the school district meets the requirements of the Ohio Administrative Code. For each of 18 components, the superintendent is to record whether the component has been completed, is in progress, or has not been initiated, in which case a proposed implementation data is to be given. The document notes that the Ohio Administrative Code requires local boards of education to adopt a policy regarding school guidance services and that school guidance services be provided to students in kindergarten through grade 12 in accordance with a written plan adopted by the board of education. It is further noted that school guidance services shall include systematic aid to students regarding educational, career, civic, personal, and social concerns including the harmful effects of drugs, alcohol, and tobacco. Finally, it is noted that the counseling services shall be provided by a certified school counselor. The document concludes that, because of the differences among schools, the guidance program's development must be viewed as evolutionary with efforts directed toward continuous review and improvement. (NB)

AN: ED343073
AU: Vernon,-Ann; Strub,-Richard
TI: Developmental Guidance Program Implementation.
PY: [1991]
DER: Counselor-Role; Developmental-Programs; Elementary-Secondary-Education; Program-Implementation; School-Counselors
DEM: *Counseling-Services; *Counseling-Techniques; *Guidance-Programs; *School-Counseling
AB: This packet of materials was developed for workshops provided to teams of school counselors and administrators for the purpose of developing knowledge and competencies in the delivery of a comprehensive, sequential, developmental guidance program. Section I contains a rationale, definition, and description of program components. In section II developmental student competencies are discussed. Included in this section is information about personal and social development, career and vocational development, and educational development. Section III provides sample role descriptions for the elementary, middle school, and high school counselor, and school administrator. In section IV resource organization and management are discussed. Consideration is given to the involvement of others and local district process. Section V includes information about program evaluation. A self study form and counselor evaluation form are included. Section VI examines the assessment of student needs. Specific concerns, categories of needs, and senior high needs assessment are discussed. A student concerns questionnaire and a teacher-administrator-counselor survey are also provided. Section VII provides

sample forms for small group evaluation, an informational letter about groups, a small group sign-up sheet, a lesson plan design, and public relations material. (LLL)

AN: ED340981
TI: A Guidebook to Building Skills for Tomorrow: A Developmental Guidance Model. Oklahoma State Department of Education, and The National Career Development Guidelines. National Occupational Information Coordinating Committee.
CS: National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Oklahoma State Dept. of Education, Oklahoma City.
PY: 1991
DER: Elementary-Secondary-Education; Guidelines-; Models-; School-Counseling
DEM: *Career-Development; *Career-Guidance; *School-Guidance; *Skill-Development; *State-Standards
IDM: *Oklahoma-
AB: This guidebook presents important reference information for guidance and counseling professionals in Oklahoma as they work to strengthen the career guidance components in a comprehensive developmental guidance program in the public schools, K through 12. The purpose of the guide is to provide a convenient way for users to relate "Building Skills for Tomorrow: A Developmental Guidance Model," and the National Career Development Guidelines. The guide is divided into sections on learning competencies, personal/social competencies, and career/vocational competencies for each of three grade levels: elementary, middle/junior high, and high school. For each section, state competencies outlined in the "Oklahoma Guidance Model: Building Skills for Tomorrow" are shown in boxes. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies. It is hoped that the guidebook will provide a convenient reference to illustrate the relationship between the competencies of the two models and that, together, the two models will provide the framework to develop a truly excellent comprehensive developmental guidance and counseling program. (NB)

AN: ED340949
AU: Johnson,-Sharon-K.; Whitfield,-Edwin-A.
TI: Evaluating Guidance Programs: A Practitioner's Guide.
CS: American Coll. Testing Program, Iowa City, Iowa.; National Consortium of State Career Guidance Supervisors, Columbus, OH.
PY: 1991
DER: Counseling-Effectiveness; Elementary-Secondary-Education; Program-Effectiveness; School-Counseling
DEM: *Evaluation-Methods; *Program-Evaluation; *School-Guidance
AB: This guide provides a comprehensive guidance program evaluation or it can be used to evaluate selected parts of a program. Chapter 1 "What Is Guidance Program Evaluation? by Sharon K. Johnson, introduces evaluation concepts. Chapter 2 "Results-Based Guidance Programs" by C. D. Johnson introduces the elements common to results-based guidance models. Chapter 3 "Guidance Program Evaluation: The Program Audit" by Norman C. Gysbers examines the readiness of a guidance program for results evaluation. Chapter 4 "Assessing Results" by C. D. Johnson provides criteria for determining whether a guidance program is results-based for the purposes of program evaluation. Chapter 5 "Using Evaluation Results" by Edwin A. Whitfield addresses the purposes and uses of both process and product evaluation data. Chapter 6 "Implementing the Evaluation Plan: Planning, Forming Questions, Seeking Answers" by Harry N. Drier, C. D. Johnson, Sharon K. Johnson, and Edwin A. Whitfield describes the process of developing an evaluation plan in a step-by-step format. The Epilogue "The Person-Oriented Approach in Evaluating Career Guidance Programs" by John O. Crites discusses how career guidance programs will be evaluated in the future. Appendix A "Needs Assessment Models: What, Why, When, and When Not" by C. D. Johnson and Edwin A. Whitfield describes five types of needs assessment models. References for evaluation resources are included. (ABL)

AN: ED337720
TI: The Comprehensive Guidance Program for Texas Public Schools. A Guide for Program Development Pre-K - 12th Grade.
CS: Texas Education Agency, Austin.
PY: 1990
DER: Elementary-Secondary-Education; Models-; Program-Evaluation; School-Counselors; Standards-
DEM: *Counselor-Role; *Guidance-Programs; *Program-Improvement; *School-Counseling
IDM: *Comprehensive-Guidance-Program; *Texas-
AB: This guide describes the Comprehensive Guidance Program model and outlines a process for tailoring the program model to meet the needs of the vast array of Texas public schools. It provides quality program standards designed to enhance district and campus efforts to improve the guidance programs in order to more effectively guide the development of all students, while valuing the uniqueness of each student. The first section includes background and contextual information about guidance programs and describes the philosophical foundation for guidance programs in Texas. It details the resources needed to support effective guidance programs. The second section defines the structure of the model and presents recommendations for designing appropriately balanced programs. The third section defines the roles and responsibilities of the school counselor, including statements about their training, specialized competencies, and appropriate assignments. Considerations regarding counselor-to-student ratios are suggested. The fourth section further details the scope and sequence of a guidance curriculum component. The fifth section outlines a process for implementing the Texas Comprehensive Guidance Program at both district and campus levels. Suggestions are included for program development and for steps to take in planning, designing, implementing, and evaluating the program. The sixth section provides guidelines for evaluating the Texas Comprehensive Guidance Program, including the program as a whole, program improvements, and student growth due to program participation. (LLL)

Contributing To & Using ERIC

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ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

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Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

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ERIC/CASS Resources

A Practical Handbook for Counselors, Psychologists and Teachers

Lilian G. Katz
Diane E. McClellan
James O. Fuller
Garry R. Walz

A Collaborative Publication by
ERIC/Counseling & Student Services Clearinghouse
and
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Building Social Competence in Children

A Practical Handbook for Counselors, Psychologists and Teachers

Lilian G. Katz , Diane E. McClellan, James O. Fuller & Garry R. Walz

There is little of importance in our everyday lives that does not involve interactions with others. Almost all of the activities and experiences people count as meaningful and significant—family, life, work and recreation—include (or even depend) on relationships with others. In as much as interpersonal relationships constitute major sources of gratification, companionship, and enjoyment for most people of all ages, inability to initiate and maintain relationships is a source of anguish and loneliness even in early years.

The purpose of this book is to describe the many ways that counselors, psychologists, teachers and other adult helpers can assist young children with their social development.

MAJOR SECTIONS

I. Components of social competence
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II. Helping strategies
  A. General strategies
  B. Specific strategies
IV. Building social competence in children: counselor and therapist roles
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VII. ERIC resources on building social competence

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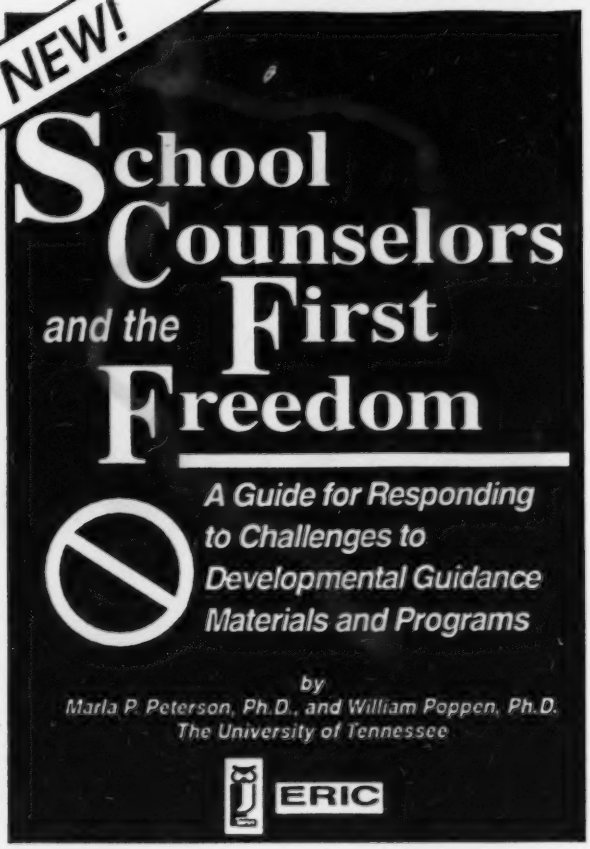
School Counselors and the First Freedom
A Guide for Responding to Challenges to Developmental Guidance Materials and Programs
by
Marla P. Peterson, Ph.D., and William Poppen, Ph.D.
The University of Tennessee
ERIC

No school guidance program today is immune from challenges to and attacks on the use of developmental materials or psychological services. This powerful and unique monograph prepares counselors and psychological services staff to understand the source of the challenge and prepare them to adopt an appropriate response. In four compelling sections, the authors offer their incisive insights into current challenges and attacks and provide practical and field-tested responses. The major sections are:

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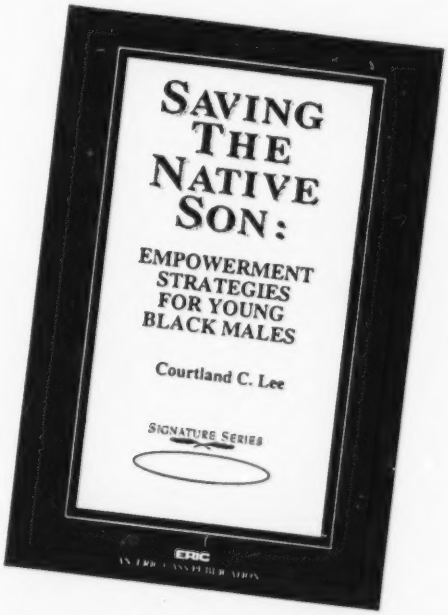

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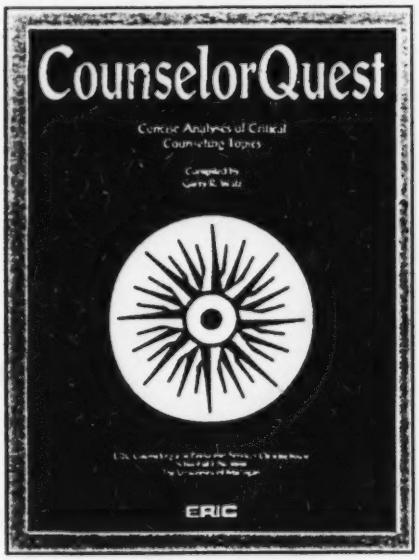

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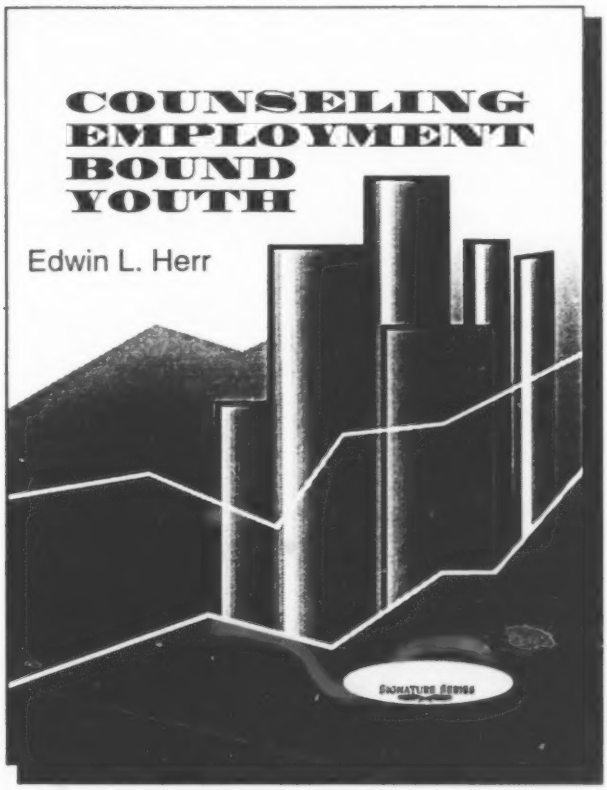

Counseling Employment Bound Youth

Edwin L. Herr Ed.D.

Distinguished Professor of Education and Associate Dean
for Academic Programs and Research
The Pennsylvania State University

At long last, we have the monograph which so many persons have needed and sought out for such a long period of time—*Counseling Employment-Bound Youth*. Employment bound youth, a large and vital segment of our population (20 million plus) and future labor force, have been largely ignored in the literature on careers and on counseling and guidance. This neglect has clearly been to the great detriment not only of the young people themselves but to our country's vitality and competitiveness in the rapidly expanding global economy.

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- *Employment-bound youth: Diversity in characteristics, opportunities and support*
- *The emerging economic investment for employment-bound youth*
- *Career development for employment-bound youth in schools*
- *The school-to-work transition for employment-bound youth*
- *Career counseling for employment-bound youth*
- *The counselor and related career interventions*
- *Epilogue—Challenges to and the future of career counseling and guidance*

In masterful writing that offers a broad and comprehensive overview of the challenges faced as well as specific recommendations for how school, business, and communities can and should respond, Dr. Herr has produced a thoughtful yet eminently practical book. This compelling monograph is directed towards counselors, career specialists, teachers, administrators, policy makers and community members who are desirous of providing practical assistance to employment bound youth.

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" Ed Herr is our pre-eminent writer on career development today. In this masterful book, he provides a comprehensive and detailed look at the needs of the employment bound and how counselors and career specialists can help them. I strongly recommend this book to anyone who is interested in the school-to-work transition and employment bound youth."

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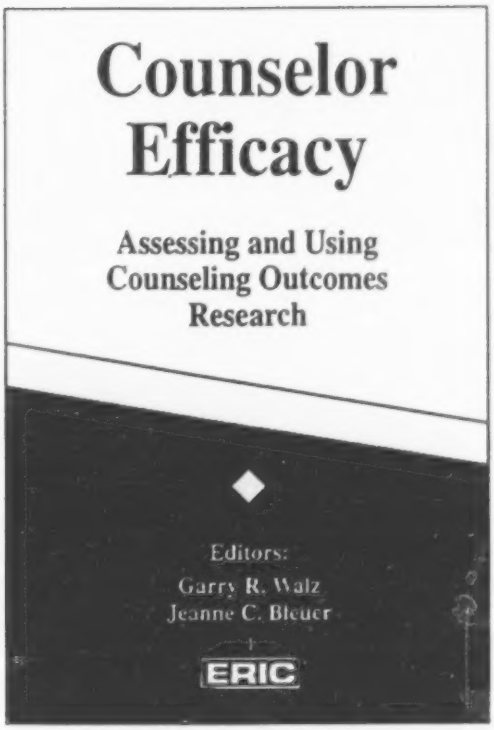

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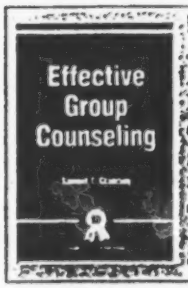

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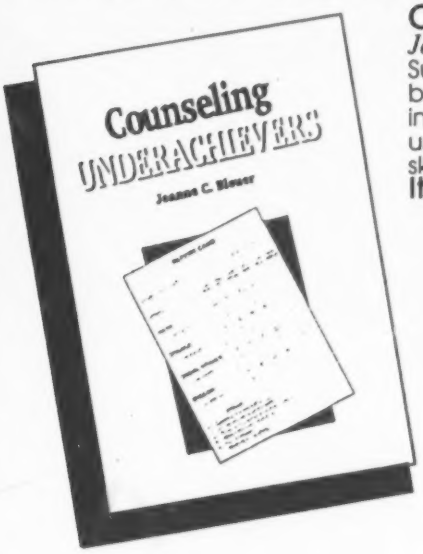

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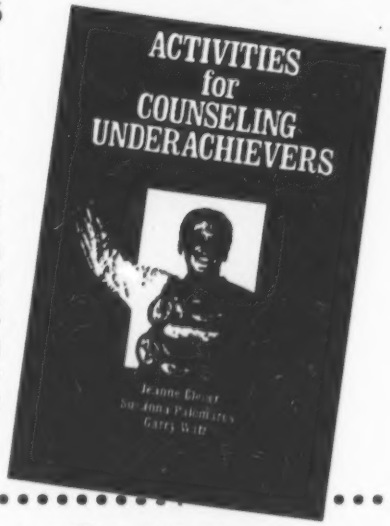

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